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Crime and the Sorcerer's Stone: Using Harry Potter to teach theories of crime

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CRIME AND *THE SORCERER'S STONE*: USING HARRY POTTER TO TEACH THEORIES OF CRIME

A Thesis

Presented to the

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San Bernardino

In Partial Fulfillment

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ABSTRACT

The pilot study shows how to create a unique theory course that uses *Harry Potter and the Sorcerer's Stone* (Rowling, 1997) as a pedagogical tool to teach and learn criminal theory and its application. First, a content analysis of the novel found 58 examples of crime or deviance, thus providing a plethora of examples theory could be applied to. Second, a graduate course in a mid-sized Western state university provided the convenient, small sample (N=7) for this study to measure its effectiveness as a pedagogical tool in learning theory and its application. As part of the course plan, students were required to read *Harry Potter and the Sorcerer's Stone* and were quizzed to motivate them to do so. Reading the novel prepared students to write a final paper in which they chose fifteen examples of crime or deviant behavior (out of a possible 58 crimes found during the content analysis), and applied ten criminal theories to these examples. These papers were objectively graded as one measure of effectiveness. The second measure of effectiveness was student's perceptions of how helpful the final paper and researcher's lecture were on helping them learn criminal theory and its application. Evaluation data showed that using *the Sorcerer's Stone* is an effective way to teach students how to apply criminological theory to

hypothetical examples of behavior (Paper grade mean=96, SD=3.25). Survey results using a ten-point Likert scale found students' perceptions of these pedagogical techniques to be favorable, with the most statistically significant correlation existing between how helpful the paper was in learning theory application and how much the student felt they learned in the course ($r=.889$, $p<.01$), thus justifying the use of the *Sorcerer's Stone*, or similar work, as a supplemental aid in criminal justice theory courses.

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CHAPTER ONE

INTRODUCTION

Criminology and criminal justice are disciplines that draw huge numbers of students. Part of the attraction, perhaps, is the hope to get into one of the diverse criminal justice careers available to successful graduates. More likely, the popularity of this major is a direct reflection of the public's long fascination with crime. As part of the academic curriculum, students of criminal justice and criminology study theories of crime and criminal behavior. It all sounds so very exciting to the criminal justice student -- to learn about why people commit crimes, about crime patterns, about violence, and serial killers, about deviance amongst juveniles, and other related subjects. By studying these areas, students hope to become experts. Their interest is obvious until they are faced with the reality of taking the course on theories. Then suddenly, what seemed to be their central interest becomes their nemesis. So many theories, so little time.

So we find that one of the obstacles to their success in obtaining a degree is the course on theories. Many students, in fact, dread it because they have heard of the difficulty of learning so many theories. Professors are

challenged to teach this course and to create assignments that enhance the understanding of the subject matter. Additionally, the continuing development of new criminological theories contributes to its already voluminous material. Some sense of structure and organization needs to be made of this area of criminology so that students and their professors can keep up with it. So why then, would the study of crime be such a difficult undertaking? It is in part, because of the huge numbers of theories. Two main problems are considered here: how best to organize theories and secondly, how to apply them. The purpose of the present research project is to apply an interesting method of pedagogy to theory and ultimately to test its success in the classroom.

The number of successful primetime crime based shows on television is a testament to the popularity and fascination of crime by the public. To take advantage of the original attraction that many of these students had, we must go back to the popular culture and media that created the interest in the first place. Knowledge of crime, criminal behavior, and criminal justice primarily comes through the media. With this in mind, it is the intent of this research project to utilize a piece of popular culture to exemplify behavior that theory can be applied to. If our main source of

knowledge comes from media generated images, then why not use such material to enhance understanding of theories of crime and criminal behavior? It is with this in mind, that the present research project employs the very popular series of Harry Potter.

The purpose of this research was two-fold: first, it examines the deviant behaviors of the characters through an in depth content analysis of the series first book, *Harry Potter and the Sorcerer's Stone* (here after known as *the Sorcerer's Stone;* 1997), the impetus for the mass appeal and making Harry Potter a household name. Fifty-eight deviant behaviors are identified (see Appendix A) and a small sample is analyzed through the application of a multitude of theories to provide justification for using this novel as a supplement in a theory course.

Second, a graduate level theory class in a mid-sized, Western state school used *the Sorcerer's Stone* as a supplement that fostered students' ability to learn how to apply criminological theory. Over the course of ten weeks, students were exposed to numerous theories and their general principles. This study implemented the use of the novel through a variety of pedagogical techniques including a. quizzes on the readings assigned in *the Sorcerer's Stone*, to encourage students to read the novel because the novel

contains more in depth reasoning and motivation of characters than the movie; b. a term paper, in which the student chose fifteen of the 58 crimes found within the novel, applied ten theories covered in class and justified their responses, in a fifteen page paper; and c. researcher's lecture, after turning in their papers, a presentation on how this study applied theory to the novel was given to the students by the researcher. Effectiveness was measured through an objective examination of students' ability to appropriately apply theory to examples of deviance contained in the novel in the term paper. Effectiveness was also measured by giving students a short survey containing three parts which were kept anonymous; one part on their demographics in order to assess whether specific demographics explained student responses, a quantitative 10-point Likert scale survey and a qualitative open-ended survey, in which to gather their overall opinions on how helpful the term paper and researcher's lecture were in learning criminological theory and its application.

It was hypothesized that evaluation data would show that using *the Sorcerer's Stone* is an effective way to teach students how to apply criminological theory to hypothetical examples of behavior, and that student's perceptions of these pedagogical techniques would be favorable, thus

justifying the use of the *Sorcerer's Stone*, or similar work as a supplemental aid in criminal theory courses.

Chapter two focuses on previous studies on how to use popular culture in the classroom in other disciplines (Badura, 2002; Kirsh, 1998; Scanlan & Feinberg, 2000) as well as studies using popular culture in the criminal justice field (Crawford, 1999; Grenander, 1977; Oliver, 2002; Rafter, 2006; Time, 1999; West, 2005). While many studies create examples of how to use popular culture in the classroom, few have evaluated their effectiveness as a pedagogical tool. This study is based on a combined method of these studies; this study creates a method in which to teach a criminal theory course by infusing popular culture into the curriculum, as well as a method to evaluate the effectiveness of popular culture as a pedagogical tool.

Unique to this study and in this chapter, are two sections labeled "Theoretical Perspectives" and "The Exercise." The theoretical perspective section provides an array of a small portion of criminological theories and how they might be categorized. Only fourteen, popular, criminological theories are presented in this chapter; a relatively small amount given the vastness of the subject. However, by presenting a small sample of theories students must learn in a theory course, it demonstrates just how

daunting a task it is for a student to learn theory in such a relatively limited amount of time. It also presents only one way in which theories might be classified and presented; there is no right or wrong way in which to present the numerous theories of criminology.

The final section of chapter two, entitled "The Exercise" presents an example of how one might apply some of the theories presented in the theoretical section, to ten of the 58 crimes found in *the Sorcerer's Stone*. This is merely one example of how to apply theory to *the Sorcerer's Stone*. It only examines ten of the fourteen characters who actually commit crimes in the novel (see Appendix A), and only applies eleven of the fourteen theories presented in the theoretical section (keep in mind there are numerous other theories not covered in this study that could be applicable). This section also serves as an example of what was required of the graduate students in their term papers and the material that was presented to them by the researcher upon completion of their own analysis of the novel.

Chapter three outlines the methodology of the study. An exploratory, pilot study was conducted in the winter quarter of 2007, involving the use of seven students in the graduate theories course at an undisclosed state university. They

were required to read *the Sorcerer's Stone*, and participate in a variety of pedagogical techniques incorporating the novel in the classroom, as outlined in chapter two and the syllabus provided in appendix B. To conclude, chapter four summarizes the results of the coursework and surveys. This chapter presents descriptive statistics on student demographics and final paper grades, as well as a table showing the results of their quizzes and a table of the qualitative survey answers. Correlations were used to analyze the results of the quantitative survey answers. Chapter five wraps up the findings and presents solutions to problems faced with this study and its findings, as well as suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

When discussing pop culture, serious scholars might scorn the idea of infusing pop culture examples to enhance their studies in criminal justice. Yet popular culture is replete with topics found in criminal justice such as court and police dramas, detective series, and crime in general. Popular culture, especially novels, can provide examples of human behavior that at first glance appear to be unlikely sources (Scanlan & Fienberg, 2000; Time, 1999). Novels can also be used as supplements to compliment course textbooks in which one can analyze behavior (Oliver, 2002; Scanlan & Fienberg, 2000; Time, 1999). Victoria Time (1999) used six plays by William Shakespeare to analyze human behavior through criminological theory in her novel *Shakespeare's Criminals: Criminology, Fiction and Drama*. She argues that literary writers were discussing ideas about what causes crime long before criminologists like Becarria or Bentham became well known. *The Simpsons* cartoon series is full of examples of sociology's major themes (Scanlan & Feinberg, 2000). Having emerged from sociology and political science, criminal justice became a discipline in the early 1970s and

was founded as an interdisciplinary major (Wang & Lumb, 2005). Therefore, creating teaching methods that use literary novels in combination with pedagogical theories and testing its effectiveness in criminal justice stays true to its interdisciplinary roots (Engel, 2003; Time, 1999; Sims, 2006).

However, serious students might never consider using the well-known, popular, children's novel and movie *Harry Potter and the Sorcerer's Stone* (Rowling, 1997) as a teaching and learning tool towards understanding theories in criminal justice. It is already a cumbersome task to learn the numerous theories without adding to a student's workload by requiring them to read a novel or watch a movie. Scholars might add that it undermines the seriousness of their studies, or their efforts to take seriously the material they are learning. One might ask why this study does not use a novel such as *The Jack Roller* by Clifford Shaw (1930/1966) which more appropriately complements the theory course. However, since most university students are already heavily immersed in pop culture (and probably have never heard of *The Jack Roller* or other novels mentioned later on in this chapter), others may argue that using examples from popular movies and books may enhance a student's understanding of the material they are learning (Oliver, 2002). By using such

a popular movie and novel, many students would not be adding to their workload, but simply revisiting something they most likely have already seen or read. Furthermore, vivid and familiar examples are important when learning new concepts because material is easily remembered when associated with existing knowledge (Oliver, 2002). Therefore, *the Sorcerer's Stone* (Rowling, 1997) can be used as an easily accessible pedagogical tool to teach students how to apply the theories presented to them in their criminal justice courses and enhance their learning experience. This chapter presents previous scholarly studies on how to infuse pop culture in the classroom as well as studies evaluating unique pedagogical tools.

Popular Culture, the Justice System and Learning

Criminal justice has been a popular major in higher education for the past 30 years (Wang & Lumb, 2005). With over 1,000 colleges and universities offering degrees in fields relevant to criminal justice, these institutes are directing students to become problem solvers in the field (Wang & Lumb, 2005). However, many students of criminal justice develop their first perceptions about the system based on what they see in movies and television; it in essence, takes on the role of teacher. Therefore, popular

culture and popular movies about crime are already a part of a student's learning experience and was utilized in this study. Movies can be used in a wide variety of criminal justice courses, from lower division introductory courses, to specific elective courses (such as policing or victimology), to upper division level courses (Nickoli, Hendricks, Hendricks & Osgood, 2003).

By using examples from movies, it can further enhance the realities of common issues discussed in the classroom. There are two ways in which movies can be incorporated into criminal justice classrooms: by stimulating interest in a topic, and by enhancing the realities of the criminal justice system. Movie clips allow a student to be entertained while seeing issues covered in class played out on the screen. Using popular culture in the classroom can also promote active learning, which essentially means that a student participates in their learning (Greek, 1995). They are gaining knowledge through reciprocal relationships with their professors by becoming equal subjects in learning, instead of being passive receptors in which knowledge is fed through (Cameron, 2002; Greek, 1995; Sims, 2006). It also promotes higher thinking, critical thinking, and develops the student's skills in justifying their thinking (Engel, 2002; Sims, 2006). The goal of active learning is to develop

a pedagogical method that encourages students to rely on themselves to master material (Greek, 1995).

Crawford (1999) uses film clips along with lecture in order to develop the students' understanding of law enforcement. By lecturing first, students have a good grounding point in which to assess and critique the portraits of police in movies. Crawford (1999) then provides his students with a video lecture using clips from movies he feels illustrates the points he is trying to make in his class. Students are given a prior warning about the content of the movie clip and are free to leave the classroom without penalty if the material is objectionable. After viewing the movie clips, the class participates in a discussion about how it relates to the assigned text, lectures, and previous in-class discussions of the subject (Crawford, 1999). While Crawford (1999) admits it is hard to measure people's perceptions and did not empirically test his method, through personal experience he feels that he has created an enjoyable classroom experience for the teacher and the students and has had many students come up to him after class to share what they have learned from his method of teaching.

While Crawford (1999) uses movie clips to point out how inaccurate popular culture depicts issues in criminal

justice, Rafter (2006) uses crime films to reinforce ideological messages found within them. By doing this, it can further expand students critical thinking. Especially when many films have recently scorned the happy ending scenario, which leaves the viewer faced with the harsh reality that happens so often in the criminal justice system (Rafter, 2006). Movies like these stick with the viewer, and allow them to constantly revisit the issues presented in them.

A less frequent approach to infusing popular culture into the classroom is by incorporating examples found in fictional novels. Stories allow the reader the opportunity to immerse themselves in the story, provide them with more details regarding character motivation and behavior, and create stronger feelings of empathy towards the characters (Lucas, 2004). The ability to generate empathy for a character is a huge benefit of choosing to infuse fictional novels into criminal justice courses. It allows the reader to draw insights and create impressions from the micro level perspective of the main characters (Corbett, 1994). Lastly, reading a novel is already a form of entertainment to many, therefore homework becomes entertaining (Corbett, 1994). For these reasons, some researchers have found that fictional novels are quite useful in getting students to think

critically about concepts presented in the story and relating them to issues covered in class.

Engel (2003) emphasizes that teaching students' empathy is important in criminal justice in order to create good leaders who are capable of thinking critically and making good decisions. An education in leadership should include exercises that allow students to make judgments, not simply learning rules and regulations (Engel, 2003). By reading novels, students can put themselves in someone else's shoes, which promotes sensitivity to other people's situations because in literature we see universal truths about human nature and facts about society set in a particular situation in the lives of the characters in the story (Engel, 2003).

Corbett (1994) argues the use of the fictional novel *Slow Motion Riot* (Blauner, 1991), which is centered on characters who work in corrections, to emphasize issues covered in corrections classes. Another novel turned into a movie, used to illustrate issues of correctional and sentencing practices is *A Clockwork Orange* (see Lichtenburg, Lune & McManimon, 2004; Burgess 1963; Kubrick, 1971). By using short stories, or vignettes, professors facilitate discussions on a wide variety of criminal justice topics.

An area that popular culture tends to overlook in the justice system is what goes on within a prison system.

Farmer (1994) uses short stories to get students interested in learning more about this area in criminal justice, which without the story, many interests of the students might not be discussed in the classroom. A novel in a criminal justice course should balance the course textbook, adding some life into the subject. One such example used the best selling novels *Fatal Vision* (McGinniss, 1983) and *Fatal Justice* (Potter & Bost, 1995) to balance coursework in a criminal investigations course (see Oliver, 2002). Using novels that are currently popular is similar to using examples from the news that is currently taking place.

Chrisler (1990), a professor at Connecticut College, makes her psychology students choose a novel from a list she has compiled (which also is accompanied by a movie version), and tells the student to adopt the perspective of a psychotherapist analyzing the main character. Students are asked to describe the character's symptoms and the treatment received and then provides a diagnosis and suggested treatment plan, using psychological theories of behavior. Upper division students usually write more sophisticated papers than lower division students, but all students seem to benefit from this exercise (Chrisler, 1990). Nevertheless, Chrisler uses the same method as Crawford

(1999): lecture first, and then have students apply what they have learned to examples of actions in the novel.

Writing a term paper is, however, an effective way to promote a popular pedagogical theory: active learning. In an upper division social psychology class, Zablotsky (2001) first lectured on aging society, and then broke the class into small groups to discuss short stories on social phenomena. Students were then asked to choose one theory and explore it by writing a term paper (although more than one theory could be applicable). Lanier (2002) starting with a syllabi as merely a guide in which to follow over the course instructions, used the active learning approach as mentioned by Greek (1995), and had 17 graduate students complete research papers in a quantitative methods course. Students from this course went on to use their research papers from this course to submit to academic journals, present at professional conferences and master's theses (Lanier, 2002). Thus, term papers are a way in which to evaluate students' ability to think critically and apply what they have learned in the course.

As with a movie, a novel allows a student to revisit a story time and again in order to reexamine and reevaluate the characters and the situations unfolding in the story. It is through repetition of a story, a timeless plot retold

time and again, that gives the reader a sense of comfort in which to continue to reexamine the actions within the book (Lucas, 2004). Therefore, it is the purpose of this study to implement the use of *the Sorcerer's Stone* (Rowling, 1997) as a pedagogical tool in a graduate criminal theory course.

Popular Culture and Criminal Theory

There is limited research being done on how popular culture can be implemented in criminal theory courses to enhance the learning experience of students (Engel, 2003; Grenander, 1977; Rafter, 2005; Time, 1999; West, 2005). Perhaps it is because unlike courses on topics such as policing, corrections, or even domestic violence, where movies and novels can easily be obtained to use as examples by reading a quick synopsis, examples of theory in action are taking place in almost every movie and book without the audience even being aware of it. In this respect, one can use examples from crime films in order to enhance a student's ability to apply theory to "real-life" examples of action, but they are not limited to movies and novels based in the crime genre.

Nicole Rafter's (2006) novel *Shots in the Mirror: Crime Films and Society* includes a chapter devoted to using crime films to analyze criminological theories. While many who watch crime films are interested in the plot centering

around police, detectives, courtrooms, prisons or serial killers, the not-so-noticeable subplot centers around why the criminals went bad. Broad categories of theories such as biological, social and psychological are presented through examples of popular crime films in Rafter's (2006) novel.

Biological theories explain criminals as being born bad. The most prominent biological theorist is Cesare Lombroso, who claimed he could tell a criminal just by looking at them. They are also doomed to be offenders because they are criminal by nature. These criminals had certain features (stigmata) that characterized them as evolutionary throwbacks to a time when man was primitive and ape-like (Rafter, 2006, p. 64). The best known example (cited in the text) of how Lombroso's theory made it to the big screen was in *Frankenstein* (1931), where the monster is made to look primitive in his features (Rafter, 2006, p. 64). For a better example, see the movie *Dracula* (1931), based on the novel by Bram Stoker (1897/1986), in which the character Mina describes Dracula as "the Count is a criminal and of criminal type. Nordau and Lombroso so classify him," (p. 343). Another classic example of Lombrosian characteristics is seen in *The Texas Chainsaw Massacre* (1974), where the barbaric faces of the Sawyer family seem to indicate their predisposition to murder (Rafter, 2006, p.

65). These popular films epitomize how biological theories seek to explain criminal behavior, as well as giving students of theory a visual depiction of theory in action.

Rafter (2006) also goes on to provide examples of how social and psychological theories arise in popular crime films. Social theories of crime explain that the environment a character lives in creates their criminal behavior and can be seen in movies such as *Taxi Driver* (1976), *Good Fellas* (1990) *and Menace II Society* (1993; Rafter, 2006). Psychological theories explain criminal behavior as being a result of psychological abnormalities, and can be seen in such movies as *Psycho* (1960) and *Silence of the Lambs* (1991).

Finally, Rafter (2006) provides examples of what seems to be Hollywood's new favorite explanation of crime: rational choice. Characters in movies such as The *Usual Suspects* (1995), *Fight Club* (1999), and *Maria Full of Grace* (2004) fall into crime out of circumstances that place the characters in a position where breaking the law is a necessity to escape something in their lives (boredom or money problems). While the choice to be law-abiding is also an option, these movies popularize the idea that the characters felt they had no other choice but to break the law.

Grenander (1977) used two novels (*Native Son,* Wright, 1940 and *Knock on Any Door*, Motley, 1970) to show the similarities in both the main characters in the novels and the underlying arguments whether criminals have free will. The Classical school of criminology is based on the idea that humans have free will (the ability to choose), while the positive school believes that humans have no free will and crime is a byproduct of environmental influences.

When *Native Son* (Wright, 1940) was published, the new and popular criminological doctrine was that society was to blame for crime, and thus are the central themes of both novels. In both novels, the protagonists are from slum environments, raised poor, and therefore are "guilty of having had the wrong environment and the wrong companions" (Grenander, 1977, p. 224). This is essentially the argument made by the criminal's lawyer in *Knock on Any Door* (Motley, 1970), in order to transfer the blame from the individual to society. However, by the end of both stories, the main characters accepted the responsibility for their actions. In essence, the story does an about face, going back to the classical school of assuming humans have free will.

Grenander's (1977) study demonstrates that while the original intention of the two stories was to conclude that society is to blame for crime, upon second analysis these

stories are examples of how criminologists differ in their explanation of crime. In the end, the stories leave the reader pondering whether criminals choose to be bad (free will) or become bad through external circumstances (no free will)?

Engel (2003) has employed the use of several novels in criminal justice courses. Specifically, he used three particular novels to explore criminal theory including *In Cold Blood* by Truman Capote (1965), in which psychological and sociological theories are explored, *The Lottery* by Shirley Jackson (1990) to explore Durkheim's social theory, and finally *A Jury of Her Peers* by Susan Glaspell (1999), to illustrate battered women's syndrome. Evaluation of this method has included having students write research papers on the themes explored in the literature, as well as assigning essay exams or short quizzes in order to ensure that students are keeping up with the reading; however, success was measured by Engel's (2003) own perception rather than empirically.

Applying criminological theory to pop culture is not limited to movies and literature in the crime genre. West (2005) uses a pop icon classic, *Horton Hears a Who* by Dr. Seuss (1954), to show how one can apply theory to a children's story. West (2005) outlines three main goals of

the classroom exercise; first, students learn how to apply their understanding of theory and practice looking at behaviors and environments with a more critical eye. While Seuss' books are known for his political agendas displayed within the text, it is through depictions of society and its laws that make his stories worth analyzing. Seuss' depictions of society also make the story worth analyzing from a criminologist's perspective, thus creating an environment to apply social process theories, conflict and labeling theory. Second, this method encourages creativity by emphasizing the students' ability to "think outside the box." Lastly, students learn how to make and support arguments based on criminological theory (West, 2005).

Conflict and labeling theory argue that criminals are first labeled by the criminal law that defines them and secondly are conflicted by this label. It is the powerful groups in society that keep the lower class without power, by labeling certain actions as criminal. Horton is an average person with a view that differs from the status quo, and therefore becomes a threat to the social order (West, 2005). As the story progresses, it leads to Horton being "labeled, ostracized, outcast, persecuted and punished" (West, 2005, p.350). In order to maintain control in society, Horton must be punished and made an example.

The purpose of West's (2005) article is to describe a method of how depictions of behavior in the novel can be an effective way in which to teach criminological theory. Students have a difficult time with abstract thinking; therefore, by applying theory to observable behavior it clarifies traits and characteristics and enhances the students' ability to use what they learn about theories (West, 2005; Rossiter, 2002).

Following along the lines of Crawford's (1999) method, students are shown the film *Horton Hears a Who!* (1970) later on in the semester after they have been introduced to all the theories covered in the film. Students are asked to watch the film with a critical eye and to be alert for behaviors and activities that can be interpreted through theory. The entire outlined exercise should take approximately three hours to complete. Students are given two handouts; one provides questions for students to answer which reflect some of the ideas of social processes and conflict theories, while the other provides the lyrics to the song in the movie. Students are also specifically asked to identify which examples out of the film that correctly fit social process and conflict theory. This exercise provides students with clear illustrations of how behavior of certain individuals comes to be labeled deviant. In the

end, this exercise allows instructors to see that students are actually learning how to apply theory rather than memorizing facts. This exercise is rewarding to both the instructor and the student because it fosters creativity and generates excitement for applying theory because they are approaching learning in a novel way. It also provides students with practice in critical thinking, organizing thoughts and ideas about a certain subject, which defines a true education (West, 2005). However, while West has created a method of teaching students how to apply theory to popular culture, she provides no empirical testing for her method. This in essence, is what this study sought to test: the students' perceptions of enjoyment of the course and the usefulness in teaching students how to apply theory to crime.

Evaluation of Pop Culture in the Classroom

Finally, while using examples from movies and books helps create a foundation from which a student can learn about criminological theory, it is necessary to statistically test its effectiveness. The study evaluated students' perceptions of the effectiveness of course assignments and researcher's lecture in learning how to apply criminal theory. The first problem studies of this nature have is in how to measure effectiveness, success, and

students' perceptions on how much they have learned. Wang and Lumb (2005) surveyed fifteen professors of criminal justice and found that one of their concerns with course curriculum is having a strategy to determine student learning outcomes. Other disciplines have also attempted to evaluate the effectiveness of certain pedagogical tools in the classroom through students' perceptions. One study examined students' perceptions of the use of "Virtual Lecture Hall (VLH)," to enhance their learning (Cramer, Collins, Snider & Fawcett, 2006). One hundred forty-five students completed a short Likert scale survey on whether it enhanced or increased grades and whether they would like VLH to be used in other courses. Students who had VLH strongly agreed or agreed that it enhanced their learning (49.1%), while 33.3% strongly agreed or agreed that it improved their grade (Cramer, Collins, Snider & Fawcett, 2006).

Another study examined whether a choice-based course structure in an undergraduate communications course affected their learning (Lewis & Hayward, 2003). One hundred twenty-three students were enrolled in the course and were required to complete two learning activities and to take the final comprehensive exam. Students were then given a short questionnaire containing 7-point Likert scale questions; only 68 questionnaires were usable. On average students

reported that they liked the learning activities approach (M=6.34; Lewis & Hayward, 2003). Students were also allowed to answer open-ended questions on the advantages and disadvantages of choice-based learning, and through content analysis of student answers, five key advantages (63% pertained to increasing choice, empowerment or control) and disadvantages (most frequently expressed pertained to subjective or unfair grading) were identified (Lewis & Hayward, 2003).

Finally, a study completed in a criminal justice statistics class evaluated whether students' demographics made a difference in whether they passed the course, including prior exposure to the material (Bushway & Flower, 2002). They found that race and academic performance (as measured by GPA, performance on the prerequisite and pretest) were statistically significant and substantial predictors of passing the course. Bushway and Flower (2002) also surveyed the students during the course to evaluate how much they liked the course use of WebCT and required attendance and found that 83 percent favored the use of both. Thus students' perceptions have been used to evaluate the effectiveness of other pedagogical tools in criminal justice, as well as other disciplines.

Evaluation of popular culture in the classroom has been tested in other disciplines but not statistically in criminal justice. Psychology professors have tested the effectiveness of movie clips in encouraging students' interest and knowledge of material in their classes (Badura, 2002; Kirsh, 1998), yet criminologist have relied mainly on their own perceptions of success.

Badura (2002) found that by using movie clips that portrayed psychological disorders when introducing material covered in an introduction to abnormal psychology class stimulated interest in the course. Twenty students viewed the movie clips, while eighteen in another class did not view the movie clips. Students who viewed the movie clips were given a short, three question survey using a five-point Likert scale regarding how much they liked the introduction, how interested they were in taking the course, and how much they thought they knew about abnormal psychology. The study found this method to be enjoyable and stimulated their interest in the subject on a statistically significant level by comparing the two classes using MANOVA. Students who viewed the clips scored higher on the first two questions, while there was no difference on their perceptions of how much they thought they knew about the course (Badura, 2002). Students who viewed the movie clips also matched six out of

seven clips to the appropriate psychological disorder on average (Badura, 2002).

Kirsh (1998) had upper division students find ten aspects of child and adolescent developmental theories portrayed in animated films. The purpose of using animated films was to get the student to think critically about a movie they probably had watched before, but never with a critical eye. Students were made to choose from a list of movies that previously were viewed to ensure that a multitude of examples of developmental behavior could be found in the movie. Sixteen students were then surveyed using a 4-point scale (1=poor, 4=excellent), averaging 3.38 to the question of how well the assignment improved their ability to understand course material. Students' perceptions were favorable to this assignment. Sixty-nine percent said the assignment was fun and challenging, while 94 percent said they would recommend the future use of this assignment. When asked about the educational value of the assignment, the mean was 3.5, while the mean for the usefulness of the assignment to promote critical thinking was 3.69 (Kirsh, 1998).

Sociology has also incorporated the use of popular culture in the classroom, this time using the popular, long running animated television series, *The Simpsons* as a

pedagogical tool for demonstrating sociological concepts to foster students' understanding of course material (Scanlan & Feinberg, 2000). Scanlan and Feinberg's (2000) study begins with developing a chart of specific examples of major sociological themes that occur within different episodes which serve as a guide showing how to incorporate the use of *The Simpsons* in class. They encourage the instructor to become familiar with the show and offer direction on quick ways to access information about the show online. While no specific format is given in how to teach this method, it is stressed that it is necessary to discuss each episode or create a critical thinking exercise for students to participate in, to fully utilize this method (Scanlan & Feinberg, 2000).

Scanlan and Feinberg (2000) not only created a teaching tool using an animated television series, but they were able to assess students' perceptions of the effectiveness of this pedagogical tool as well. Anonymous, open-ended evaluations of this exercise from two separate upper-level classes in sociology were analyzed, as well as subjective and objective end-of-the-quarter evaluations from 15 previous courses that utilized *the Simpsons* (Scanlan & Feinberg, 2000). Students showed overwhelming positive support with regards to the show, in that it helped illustrate concepts (89%),

complements class lecture and discussion (92%), and helps students think critically about course material (85%; Scanlan & Feinberg, 2000). Favorable responses were also given to the open-ended questions. Students reported that this method enabled them to see sociology in new ways that reinforced course readings and lectures (Scanlan & Feinberg, 2000). Furthermore, end-of-quarter evaluations indicate that the value of *the Simpsons* impresses students beyond questionnaires given immediately after a viewing; students claim that *the Simpsons* was a good way to view sociology and it was helpful in applying the material learned in the class (Scanlan & Feinberg, 2000). Caution is given however, that these subjective evaluations are limited in their ability to "prove" the effectiveness of this pedagogical tool (Scanlan & Feinberg, 2000).

While studies have found that the use of films is an effective teaching and learning tool in psychology, they have not been tested as extensively in criminology. Therefore, after reviewing the ways in which theory can be applied to *the Sorcerer's Stone*, the study seeks to test its effectiveness on the ability to understand theory, and the enjoyment level of this method, on a graduate level theories course.

In order to test students' ability to apply criminological theory, the study examined a fictional novel that encompasses 58 criminal or delinquent offenses, in which to allow the application of a wide range of criminological theory. *The Sorcerer's Stone* (Rowling, 1997) is a story that has taken the world by storm, and has had such an impact that it has become a part of our everyday world, thus making it a most appropriate source of popular culture to infuse into criminological theory.

Harry Potter and the Sorcerer's Stone

The Harry Potter series, both in books and movies, have achieved international acclaim, appealing to young and old alike. With a cult-like following, release of a new book, a new movie, or home video/DVD results in unprecedented public turnout, including overnight campouts and throngs of pushing crowds, many in costumes celebrating Harry Potter or other characters. The latest movie, *Harry Potter and the Goblet of Fire*, for example, grossed over $890 million to date (Box Office Report, April 23, 2006) and the first book, *Harry Potter and the Sorcerer's Stone* (1997) was the first children's book to hit the New York Times best sellers list since E. B. White's (1952/1980) *Charlotte's Web* (Killinger, 2004). Author J.K Rowling enjoys the notoriety of being the

second richest woman in England, only second to the Queen herself; truly a rags to riches story - all directly from the success of the Harry Potter series. The phenomena of Harry Potter as a media social force is beyond comprehension, in fact no children's literature compares to the billion dollar industry that has resulted.

Not without controversy, however, the Harry Potter series and its popularity, especially among youth, has generated hysteria on another, and perhaps, unexpected level. Blind-sided by a religious backlash, for example, many parents and schools are taking a closer look at the Harry Potter series and its contents, trying to understand the concerns. Central to those concerns is the use of wizardry and witchcraft. Many of those arguing for parental guidance and restrictions view the Harry Potter phenomenon as analogous with the anti-Christ, devil-worship, and witchcraft (Killinger, 2004). Aside from, but connected to the religious objection, others are concerned about the criminogenic effects of the Harry Potter series; much of the appeal-and subsequent fears-surround the deviant behaviors of the series' characters.

Theoretical Perspective

There are two problems with presenting criminological theory: one is that there are numerous theories, while the other is how to categorize these numerous theories. Take a cursory examination of any college level textbook on theory and one can find many different ways in which to group theory. This is because theoretical taxonomies are as varied as the theories themselves. The rationales behind the theories are also diverse and many can overlap. Still some scholars are trying to find other methods of categorizing criminological theory, such as by the dependent variable in which the theory actually addresses (Schieder, 2002). That makes teaching theory equally challenging. A popular method is by teaching in a chronological order. Starting with theories that predate Classical School, going into Classical School, Neoclassical and Positivist Schools of theory, students of theory are bombarded with numerous theories in each of these schools. Within each school of criminology, there are catchall subcategories. For example, within the Positive school of criminology, it is popular to group theory by the social aspect they address. This study uses the chronological method to present fourteen (only a small portion) of the numerous criminal theories that can be taught in a course, will be taught in the study, and be

applied to examples of deviant behavior in the *Sorcerer's Stone*. Students then used some of these theories (or others) to explain deviant behavior in the novel in their own papers.

Deterrence and Rational Choice Theories

Predating the Classical School of criminology, most believed that the Earth was the center of the universe, and that the "devil made me do it," when it came to causes of crime. It was during the Enlightenment that the classical school of criminology began. Instead of believing that supernatural forces were the cause of crime, theorists Cesare Beccaria (1764/1963) and Jeremy Bentham (1789/1973) made the first efforts to explain crime as a product of natural forces and human's free will.

Deterrence Theory. The idea of having free will and the ability to choose one's outcome is based on the classical school of criminology. The leading classical theory is deterrence theory, formulated by Beccaria. There are three components to deterrence theory: celerity (swiftness), certainty and severity (Becarria, 1764/1963). Someone who rationalizes their actions under this theory weighs the outcome of the act by the certainty of getting caught, how soon they were punished, and how severe the punishment was.

Routine Activity Theory. Routine activities theory has three requirements in order to explain criminal activities: motivated offenders, suitable targets and the absence of capable guardians. When these three factors are combined, it creates a theory of victimization, and that a person's lifestyle may expose them to opportunities that increase their odds of engaging in criminal or delinquent acts, or becoming a victim (Cohen & Felson, 1979). Simply stated, when a motivated offender sees an opportunity to commit a crime, because there is a suitable target (i.e. a person or an inanimate object) found without the presence of a capable guardian (anything that deters crime), then most likely a victimization will take place.

Biogenic Theories

Biogenic theories assume deviant behavior is caused by a person's biological makeup. Biological theories include Lombroso's (Lombroso-Ferrero, 1911) theory that crime is inherited (the "born criminal"), William Sheldon's body type theory (1949), craniometry, eugenics and genetics to name a few. From this group of theories, this study will further examine genetic studies.

Genetics. Lombroso (Lombroso-Ferrero, 1911) coined the term the "born criminal" to explain that criminality was based on genetics. He claimed that certain physical

characteristics (atavistic) marked a person as a criminal, because physically they looked like a human throwback to early evolution. Goddard (1912/1931) studied families to see if crime was genetically passed on from parent to offspring. His famous study on the Kallikak family originally stated that criminal behavior could in fact be passed on genetically. Later there was found to be many problems with Goddard's study, including (but not limited to) not taking into account the environmental factors that can affect a person's behavior. However, he laid the groundwork for other studies that showed that criminality can be passed on genetically, like twin studies. Twin studies looked for criminal concordance with monozygotic (MZ) twins, who share 100 percent of their genes. Later, adoption studies with MZ twins who were reared apart, gave the strongest indication that criminality can indeed be passed on genetically (see Raine, 2002). To further this debate, Eysenck (1990) and Raine (2002) looked at recent models of twin and adoption studies, and found that despite the limitations of both types of studies, biology appeared to play an important role in causing differences in deviant or antisocial behavior.

Social Structure Theories

Social structure theories examine crime at the macro-level, taking into account the whole environment as the cause for crime.

Strain Theory. During the Depression Era, Merton (1938) blamed the crime problem on the economy. He believed that certain groups were held back and given no opportunity to achieve financial success, and the failure to achieve one's goals became strain theory. Expanding on Durkheim's (1897/1951) *anomie* theory (society in chaos; Merton, 1938), Merton's (1938) strain theory explained that society places differential emphasis on conventional goals, rather than the means to achieve them. When these goals are not achieved on a macro level, it creates anomie. However, there are adaptations to strain theory to explain the micro level, in which people are categorized into one of five groups based on their mode of adaptation to strain. Yet, Merton's main focus was on the economic frustrations felt by the people that led them towards criminal acts to relieve the strain. Those who do not turn to crime to relieve strain adapt to their situation (Merton, 1938).

General Strain Theory. Agnew's (1992) general strain theory broadened Merton's (1938) theory by looking at anything that can strain you as a reason why people turn to

crime. He included Merton's (1938) categorical reason of the failure to achieve one's goals, but added three more: having positive stimuli taken away from you (losing something you value), and dealing with noxious stimuli (having a negative presence in your life) and poor coping mechanisms to strain. General strain theory believes those who turn to crime do so as a poor coping mechanism to anger (Agnew, 1992).

Social Process Theories

Social process theories attempt to explain how individuals become criminals. The shift is away from macro-level theory, to micro-level and do not approach crime as only a lower-class problem.

Differential Association Theory. Sutherland (Sutherland & Cressey, 1974) is credited for taking criminology into sociology. Influencing Sutherland's development of differential association theory was Shaw and McKay's (1942) social ecology research, which shows how a person's environment plays a key role in their deviance, and Sellin's (1938) work on cultural conflict, in which subcultures create their own conduct norms. Thus, Sutherland believed that people learn deviant behavior through their social interactions (i.e. significant others), which had far more influence on a person than did the media (Sutherland & Cressey, 1974). In summary, criminal behavior is learned

through interactions with intimate personal groups, which includes learning how to commit crime, and motives for committing crime. Akers (1977) later expanded Sutherland's theory to criminal behavior, in that it is learned behavior.

Differential Reinforcement/Social Learning. The theory of Differential Reinforcement, developed by Akers (1977), expands on Sutherland's differential association theory (Sutherland & Cressey, 1974), which stated that criminal activity is learned. Akers (1977) developed this theory further using B.F. Skinner's operant conditioning model to explain that criminal activity is learned or dissuaded by either being rewarded (i.e. getting away with the crime, the "thrill" of the crime, the monetary value of the crime) or punished. Akers (1977) also included in social learning that people learn by modeling/imitation, meaning they learn by example.

Subculture of Violence Theory. Wolfgang and Ferracuti (1967) were interested in explaining homicide and assaults that occur spontaneously, and found that most violence occurs in the heat of passion rather than violence being psychotic or premeditated. This spontaneity of violence is most prevalent in late teens to middle age males of lower class standing. Many of these males view their acts of violence as an act of "honor," as seen among many gang

members who have their own cultural conduct norms (Sellin, 1938; Vigil, 2003).

Lower Class Focal Concerns. Miller (1958) observed lower-class gang members and found that they develop a value system separate from mainstream American society. According to Miller (1958), there are six values most important to this subculture: trouble, toughness, smartness, excitement, fate, and autonomy.

Brotherton (1996) argues that these same values are found in female gangs as well. It was found that female gangs' autonomy was shaped by the success of their delinquent activities, especially in the field of drug sales. They also showed high levels of toughness and smartness through their drug sales, because they were shown to be resourceful and resilient because they had families to take care of, and only one woman in the study had a full-time job.

Techniques of Neutralization. Sykes and Matza (1957) developed a theory to explain delinquency, in which a person counteracts why they will participate in deviance. They called it the techniques of neutralization, because a person makes up an excuse to relieve the guilt that they will feel after committing a crime. There are many types of neutralizations: denying responsibility, denial of the

victim, denial of the injury, condemning the condemners, and appealing to higher loyalties (Sykes & Matza, 1957).

Social Bond Theory. Hirschi's (1969) social bond theory states that people do not offend because of the bonds they have created with society that control them. People who do not offend have (a) strong attachments to family and friends, (b) commitment to conventional order, and the fear of losing what you have, (c) involvement in conventional activities, and (d) high moral beliefs (Hirschi, 1969).

A study done by Smith and Stern (1997), reviewed recent family studies about the relationship of family life to juvenile delinquency. While reviewing studies on parenting processes, Smith and Stern (1997) found that children with strong attachment and connections to their parents are less likely to risk this relationship by being involved in activities their parents would disapprove. Durkin, Wolfe and Clark (1999) also found support for social bond theory when examining factors in college students' binge drinking habits. They found an inverse relationship between the frequencies of students' drinking habits and their social bonds. Those who respected authority had high G.P.A.s and accepted conventional beliefs had lower frequencies of binge drinking due to their high social bond with society (Durkin, Wolfe, & Clark, 1999). Those with low social bonds to

conventional society are more likely to engage in delinquent behaviors, according to Durkin, Wolfe and Clark's (1999) study.

Low Self-Control Theory. Low self-control theory (also known as the general theory of crime) is relatively simple to explain: low-self control coupled with opportunities for immediate self gratification with relatively low levels of risk causes all crime and deviance (Gottfredson & Hirschi, 1990). Self control is taught in early childhood, therefore poor parental guidance are key factors in adult criminal offending. There are several characteristics that are indicators of someone with low self-control such as being impulsive, short-term oriented and failing to consider the consequences of his or her actions (Gottfredson & Hirschi, 1990).

Piquero, Gomez-Smith and Langton (2004) examined perceptions of whether sanctions are fair or unfair as influences of deterring crime. By using components of low self-control theory, they found that those with low self-control perceived both of their hypothetical scenarios as unfair, and were more likely to perceive sanctions as unfair when individuals in the scenarios were singled out for punishment. Their findings were consistent with Gottfredson and Hirschi's theory of low self-control; those with low

self-control are characterized as having short tempers or being angry (Piquero, Gomez-Smith & Langton, 2004). Mastrofski, Snipes and Supina (1996) also lend support to this study of low self-control, showing that persons with low self-control who perceive sanctions as unfair are less likely to comply with police requests and view most police actions as illegitimate.

Social Reaction Theories

Social reaction theories are not concerned with the initial criminal behavior, but more concerned with the effects of the reaction of society to the individual. These theories view the individual as being forced into the role of criminal by societal definitions.

Labeling Theory. The premise of labeling theory is that a person will live up to the expectations placed on them by society. Imagine society as a mirror, and acting and behaving as how you see others perceiving you. Labeling theorists believe that by placing labels on people, they will inherently attempt to live up to them, or the labels will become "self-fulfilling prophecies" (Gove, 1980).

Brezina and Aragones (2004) provide support for the effect of positive labeling promoting delinquent behavior. The effects of positive labeling are not widely researched in criminology because it is believed that any effect will

be short-lived and benign. However, they argue that these positive labels also create a way in which juveniles can gain the trust of adults, therefore allowing them to participate in delinquent behavior that goes undetected (Brezina & Aragones, 2004).

Social Conflict Theory. Conflict theorist believe that societal norms do not reflect the entire society, rather they are the outcome of competing interest groups, with those holding the most power defining the norms. Vold's (1958) group conflict theory maintains that groups come into conflict with each other as the interests and purposes they serve begin to overlap and encroach, which leads each group to defend themselves, increasing their loyalty with their group. One of the four crimes Vold's (1958) group conflict theory explains are crimes arising from racial and ethnic clashes. This also is the premise for feminist theories; however feminist theories are outside the scope of this study.

Application of Theory

Finally, once a professor teaches criminological theory (no matter what order or structure it has been presented to them by), the next task is to teach the student how these different theories can be applied to the numerous examples of crime. When learning the basic assumptions of each

theory, rarely does a theorist attach an example of what crime the theory might explain. One must not forget that criminological theory seeks to explain behavior, not necessarily the specific act.

Therefore, the problem then becomes how one might learn to apply theory to crime. While most people have either committed a crime, or known someone who has, one method might be to analyze one's own offending behavior, or the behavior of an acquaintance. However, case studies can provide a more consistent example in which to use in the classroom environment so that all students essentially are receiving the same supplemental material. Clifford Shaw did one of the best case studies on delinquency and social disorganization theory, entitled *The Jack Roller: A Delinquent Boy's Own Story* (1930/1966). This case study follows a boy named Stanley through his juvenile delinquent career, effectively providing his rationale for his behavior, which allows the reader to see many examples of criminological theory, told through one boy's story. By doing a case study, Shaw was able to examine many factors that lead to Stanley's offending; it allows for the most data collection to be done at one time.

While *The Jack Roller* would also be an excellent supplement to a theory course and some may argue a better

novel to use, this study uses a novel that most people are already familiar with, *Harry Potter and the Sorcerer's Stone* (Rowling, 1997). This further promotes and enhances critical thinking because of mass appeal and popularity (Oliver, 2002). The use of *the Sorcerer's Stone* is to show that this one novel presents numerous examples of crime that can be analyzed through theory.

The Exercise

Due to the mass appeal of the series Harry Potter, this study chose to investigate the first book in the series, *the Sorcerer's Stone*, to see if there were enough examples of different types of offending in which students and instructors could analyze through theory. Content analysis identifies topics and themes in the media using a coding system and quantitative analysis to determine their frequency (Vogt, 2005). Studies in a wide variety of disciplines use content analysis including (but not limited to): geography (Larsen & Brock, 2005), religion (Cohen, 2005; Loomis 2004), health (Steele, Mebane, Viswanath, & Solomon, 2005) and history (Kansteiner, 2004) to show the importance of knowledge gained through qualitative content research. Each time a deviant act was mentioned from the past, or currently was taking place, the deviant act was

quantified. Findings show that with a total of 58 crimes as shown in appendix A, and combined with its popularity, *the Sorcerer's Stone* can improve students' ability to learn criminal theory because a multitude of theories can be applicable to the crimes contained in the novel.

Referenced in Appendix A are each of the delinquent or criminal acts listed chronologically by page number as they appear in the novel, as well as who committed the act. The type of crime committed is labeled in the column prior to the quotes in the chart, which contain the verbiage of action in order to determine that a crime in fact had been committed. The final column gives a few criminal theories that might be applicable to the crime. This chart serves many purposes: it provides justification for using the novel as a supplement in a graduate theory course, as well as a guide to the researcher and instructor for grading term papers, and finally a starting point for creating a lecture for how to apply theory to examples of deviant behavior contained within the novel. Students were provided a copy of the chart in Appendix A the night of the final researcher's lecture, in order to follow along, as well as providing students with the final justification for why this novel was chosen as a supplement to the course.

There are numerous theories to explain the offending behavior of the characters in *the Sorcerer's Stone* presented in the following example. In some ways this makes such an exercise more comprehensive (but likely more complicated) than that given by West (2005), regarding the Dr. Seuss story, due to the length of the novel, as well as the many examples of offending and wide range of theories that may be applied. By first working independently citing examples of offenses and applying criminological theories to each example in their term papers and then going through examples afterwards with the researcher, it is likely that students of theory will more easily comprehend how theory works in action.

This example exercise examined some of the fictional offending behavior in the book, and discusses relevant applicable theories. It is also the example of the material covered by the researcher on the final night of the course in a special guest lecture, which lasted approximately 25 minutes. It is important to keep in mind, however, that for many of these examples, other theories may be just as relevant. The "thinking outside the box" nature of this exercise supports the pedagogical benefit of applying theory to pop culture literature (see discussion in West, 2005).

Child Abuse and Biogenic Theories

In the first 50 pages of *the Sorcerer's Stone*, there are seven specific examples of child abuse described to the reader (Rowling, 1997; See Appendix A). The story unfolds with a boy named Harry, who was orphaned and left to live with his aunt, uncle and cousin (the Dursley's). The reader gets the feeling that Harry's only surviving family members are not happy with this arrangement, through these examples of child abuse.

The first example is when Harry is awakened on his cousin's birthday, and Rowling (1997) tells the reader "Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept" (p. 24). There is also a reference made to his size; he is skinnier and scrawnier than most boys perhaps because of living in a dark closet, but also because he is only given his cousin's old clothes to wear. Next, there is an implication of abuse when the Dursley's find they must take Harry with them on their trip to the zoo. Aunt Petunia suggests leaving Harry in the car (Rowling, 1997, p. 28; see Appendix A). After a snake is set loose at the zoo, and Harry's cousin Dudley feels as though Harry has set the snake loose on purpose to harm him, Uncle Vernon yells at

Harry, "Go-cupboard-stay-no meals" (Rowling, 1997, p. 36; see Appendix A).

Later, after Harry is sent a letter that he is not allowed to read because Uncle Vernon intercepts it, Harry and Dudley are thrown "by the scruffs of their necks...into the hall" (Rowling, 1997, p. 44; see Appendix A). The Dursley's do not want Harry to read what is in that letter. The arrival of the second letter causes a wrestling match between Uncle Vernon, Dudley and Harry (Rowling, 1997, p. 47; see Appendix A). Lastly, Harry is shouted at for "about a half hour" (Rowling, 1997, p. 48; see Appendix A), after he is caught trying to sneak out of the house early in the morning to reach the postman before he comes to the house. However, all this is a result of the Dursley's fear that Harry will be a wizard just like his parents. As Aunt Petunia put it, "and of course I knew you'd be the same, just as strange, just as-as-*abnormal*" (Rowling, 1997, p. 66; see Appendix A).

It is this fear and belief that the Dursley's have that Harry will turn out to be what they consider "abnormal," that has driven them to treat Harry as they have. They believed that the best thing they could do for Harry was to deny him any access to that kind of lifestyle, in order to deter him from becoming a wizard. To them, being a wizard

was as bad as being a criminal. Of course, they knew that Harry would be a wizard, because genetically, both his mother and his father were wizards. Therefore, the Dursley's seem to be believers in the Positive School of criminology, in which people have no free will. Harry had no choice in being a wizard, but the Dursley's were determined to deny him of what he was. The Dursley's would also have believed in Goddard's (1931), Eyesnek (1990) and Raine's (2002) family studies, in which it was believed that criminality was based on genetics. It would only have furthered their argument that Harry was indeed, born "abnormal."

Gang Affiliation and Differential Reinforcement

While being in a gang does not automatically make one delinquent or criminal, most would associate gang members with those terms. Rowling (1997) states, "everyone knew Dudley's gang hated that odd Harry Potter…and nobody liked to disagree with Dudley's gang" (p. 37; see Appendix A). While this kind of "gang" membership is comprised of a close circle of juvenile peers of Harry's cousin, Rowling (1997) does site other examples of how Dudley's gang is in fact committing delinquent acts. For example, on page 29, Rowling (1997) introduces Dudley's friend Piers who "was usually the one who held people's arms behind their backs while Dudley hit them" (see Appendix A).

In the previous section about Uncle Vernon and Aunt Petunia, we can see the poor example the Dursley's set forth for Dudley by abusing Harry. In fact, they even encourage Dudley to bully Harry (Rowling, 1997, p. 41; see Appendix A). Dudley is also rarely punished, even after throwing tantrums. Therefore, he is gaining positive reinforcement in the form of getting away with his delinquency. Dudley is learning his delinquency through his parents, and through the conditioning of his parents (and victims) that his behavior is acceptable. This is the premise of differential reinforcement theory as discussed in the theoretical section.

Tapper and Boulton's (2005) study on school bullies suggests Dudley's behavior as the leader of the gang is enforced by victims giving him what he wants (i.e. crying, expression of pain, etc.). Had any of the children, including Harry, ever stood up to Dudley and his gang, the gang would not receive the positive reinforcement they so desired. If the Dursley's would have punished Dudley on a more consistent basis, he might not have learned to be a delinquent through differential reinforcement.

Harry Potter, Labeling Theory and Deterrence Theory

The title character, Harry Potter, starts out as the victim, moves into committing delinquent acts (mainly status

offenses, those acts that are criminalized only for those under a specific age), and ends the story by committing a violent criminal act through self-defense (Rowling, 1997; see appendix A). As the story begins, the reader finds that Harry's parents were killed in a car crash. Later, when Harry is told that he is to go to school to learn magic, he is also told the true story of how his parents were murdered in the process of protecting him. Voldemort, the terrorist dark wizard, attempted to kill Harry as well, yet he survived, thus ridding the wizarding world of Voldemort and his followers (Rowling, 1997). Harry is then introduced to the wizarding world, and finds out that he is a celebrity, and many tell him how they expect to see great things from him. Harry struggles with his new found fame, and how to live up to everyone's expectations.

Labeling Theory. The idea behind labeling theory is that a person will live up to the expectations placed on them by society. In criminology, the expectation is portrayed negatively; people expect a person to be criminal or deviant, therefore, they must live up to this expectation and be criminal or deviant. Harry Potter has been labeled early in life to be someone who will do great things, which is actually a positive label. In the story, Harry feels the need to live up to everyone's expectations, and eventually

lives up to these expectations, except instead of being a law abiding, non-deviant child, he uses his positive label as an excuse to commit a few delinquent and criminal acts along the way to doing great things.

As Brezina and Aragones (2004) suggest, Harry uses his positive label to gain the trust of many of his professors, which allows him to in essence, get away with his delinquency. Harry rationalizes that because of his label (famous wizard who will do great things) he must break curfew in order to stop someone from stealing the sorcerer's stone, which would allow Voldemort to come back to power (Rowling, 1997). He is also not punished for this afterwards in part to the labels placed on him, and the fact that he fulfilled his self prophesies of doing great things. In the end, it did not matter that Harry had done anything wrong because he saved the wizarding world from the return of Voldemort once again.

Deterrence Theory. The positive labels placed on Harry Potter also allow him to rationalize his actions and see any acts of delinquency as a way in which to gain the most favorable outcome. He is expected to do great things, therefore he must, even if it means committing an act of delinquency or violence. His fame allows him some leeway in which to gain trust from the adults in authority (i.e.

Headmaster Albus Dumbledore), who then turn a blind eye to his acts of delinquency because of the favorable outcome (see Brezina and Aragones, 2004); in this case stopping Voldemort from stealing the sorcerer's stone (Rowling, 1997). This idea of having free will and the ability to choose one's outcome is based on the classical school of criminology. As deterrence theory suggests, anyone rationalizing their actions first weigh the outcome of the act by the certainty of getting caught, how soon they will be punished, and how severe the punishment will be. Harry breaks curfew in order to stop the theft because he has in the past broken curfew without getting caught, therefore the certainty of punishment is considered low. However, he realizes that if caught, he could be expelled from school immediately (swift and severe punishment). In order for deterrence theory to be effective the offender must feel that all three elements are likely to happen.

By thinking outside the box, two theories that are normally opposite each other can actually explain a criminal act harmoniously. Here in this story, they intertwine with how Harry reacts to the labels placed upon him and ends up committing delinquent acts. Deterrence theory implies Harry engages in deviance because certainty, severity and celerity of punishment do not outweigh the benefits of the act. For

Harry, this is because of the positive label placed on him to do great things; the benefit of his act is saving the wizarding world from Voldemort. Labeling theory suggests Harry is deviant because that is what people expect of him. Labeling and formal punishment causes him to change his self image and continue to engage in delinquent acts. Therefore, under deterrence theory, labeling should deter deviance, while under labeling, the label encourages deviant activity.

Ron Weasley and Merton's Strain Theory

Once at school, Harry becomes best friends with Ron Weasley, a boy from a large, poor wizarding family (Rowling, 1997). Draco Malfoy, Ron and Harry's nemesis, constantly puts down Ron for his economic and social status. Finally, Ron has enough of Malfoy's constant tormenting, and physically assaults him (Rowling, 1997, p. 278; see Appendix A). It is the frustration, or strain of being poor and helpless to change his status in life, that leads Ron to attack Malfoy.

Ron displays emotions described in Merton's strain theory, as outlined in the previous section on theoretical perspectives. Ron is almost at the age when the realization of the "American dream" (financial success) is not true, and feels the frustration that hard work might not lead to great rewards. Therefore, he believes that why should he behave

appropriately when it seems as though it will get him nowhere in the end. For young Ron Weasley, it seems that by acting on his feelings of frustrations he is coping and adapting to his situation.

Neville, the Victim, and Routine Activities Theory

Neville Longbottom is another classmate and friend of Harry Potter's. Neville is cursed with bad luck, and is always losing something or forgetting something. To help him remember, his grandmother sends him a "Remembrall," which is a "glass ball the size of a large marble…full of white smoke" (Rowling, 1997, p. 179). When Neville first receives the gift, Malfoy takes it away from him, but is caught by Professor McGonagall. Later, at their first flying lesson, Neville looses the Remembrall in the grass, and Malfoy again takes it. This time, Harry takes it back from him. Malfoy's attacks on Neville continue in the book, when he practices the Leg-Locker Curse on him as he is walking past the library (Rowling, 1997, p. 270; see Appendix A). However, his own friends, Harry, Ron, and Hermione, later assault him when he confronts them about sneaking out and causing more trouble (Rowling, 1997, p. 340; see Appendix A).

Neville seems to always be in the wrong place at the wrong time. He is also what Cohen and Felson (1979) would consider a "suitable target," based on their theory of

routine activities, as discussed in the theoretical section. This curse of always being in the wrong place at the wrong time makes Neville a suitable target, especially for Malfoy. When Neville (the suitable target) comes across Malfoy (the motivated offender), Malfoy sees the opportunity to practice a curse on him because there was no one around to stop him from doing so, or punishing him for doing so (lack of capable guardian).

Spano and Nagy's (2005) study partially explains Neville's numerous victimizations due to his lack of strong social ties to good friends. While Harry, Ron and Hermione are his "friends," they are rarely with him to fend off any attacks, and even end up attacking him later. This could also explain partly why children bully the child that has no friends; they are simply easy targets.

Malfoy, the Offender and Social Bonding Theory

As mentioned previously, Draco Malfoy is not only Harry Potter's nemesis, Ron's enemy and Neville's tormentor, but he is also from a family believed to be supporters of the Dark Arts and Voldemort. Furthermore, Malfoy is in the school house that is notorious for turning out Dark Arts followers (Rowling, 1997). It seems that Malfoy has been raised to believe that "some wizarding families are better than others…you don't want to go making friends with the

wrong sort" (Rowling, 1997, p. 135). He has been raised to not conform to normal societal views; instead he is bonded to a society that conflicts with normal social bonds.

Malfoy, for the most part, is socially bonded (as described by Hirschi [1969] in the theoretical section); the problem is that he is socially bonded to the "evil" or "dark" conventional order. He is attached to his parents, and other juveniles who have been raised to believe in the Dark Arts. He fears losing these attachments on some level. He is involved in activities (of the delinquent nature) and has high moral beliefs, except he believes in the wrong person (Voldemort). Therefore, he has bonded to the wrong example of society, yet bonded nonetheless. This explains why Malfoy steals Neville's Remembrall, attacks Neville with the Leg-Locker Curse, and fights with Ron, because he has no attachments to conventional society.

Smith and Stern's (1997) study provides support for why Malfoy is socially bonded to his parent's social values. While Malfoy is attached to his family, his attachment works inversely; he would not conform to behaving and being good at the risk of losing his parents who view being evil as right. Therefore, he must think and behave oppositely of what the other children in the book do, who generally believe in doing good and acting good. Clearly, those with

low social bonds to conventional society are more likely to engage in delinquent behaviors, as seen in Durkin, Wolfe and Clark's (1999) study, and evidenced by Malfoy's actions within the story.

Professor Quirrell, Assault/Attempted Murder and Differential Association Theory

At the end of the book, Harry finds out that it is Professor Quirrell who is attempting to steal the sorcerer's stone for Lord Voldemort in order to restore Voldemort to power (Rowling, 1997). When Harry confronts them both and blocks their attempt to steal the stone, Voldemort commands Professor Quirrell to seize him. As Professor Quirrell has Harry on the ground choking him, he finds that he cannot keep a hold of him because Harry seems to be burning him. When he tells Voldemort this, Voldemort then commands Quirrell to kill him. When he attempts to, Harry makes his move, burning Quirrell's face and arm, effectively killing him in self-defense (Rowling, 1997, p. 367; see Appendix A).

For Professor Quirrell it seems that his behavior has been learned from his master, Lord Voldemort. This is the premise behind Sutherland's (1974) differential association theory, as discussed in the theoretical section. While Professor Quirrell at one time was a good wizard, when he agreed to share his body with Voldemort, his association to

someone bad intensified and increased his reception of negative stimuli. He began to believe that it was all right to commit crime because Voldemort said it was all right. Therefore, according to differential association theory, he would commit crime because he has no free will, and was quickly conditioned by using noxious stimuli. Voldemort trained Quirrell in this manner; by punishing Quirrell whenever he did not do things his way, which quickly trained Quirrell to believe that by doing as his master said, he was doing right.

Haynie's (2002) study suggests that it is the number of delinquent friends a person has that has the greatest affect on a person's own delinquency. Therefore, Professor Quirrell runs a high risk of being delinquent or criminal because he only has one friend (Voldemort) and that friend is delinquent (or criminal as in the case of Voldemort). In addition, Professor Quirrell runs a high risk of becoming an offender because, as Haynie (2002) suggests, Voldemort is too strong of an influence on him, and merely increasing the number of non-delinquent friends will not counterbalance the effects of the delinquent friend on the person.

Voldemort, Murder and Strain Theory

It is on Harry Potter's 11th birthday that he finds out his parents were not killed in a car crash, but instead were

murdered by the most evil wizard of all-time: Voldemort (Rowling, 1997). However, Hagrid can only speculate as to why Voldemort went to the Potter's house that day, saying that perhaps Voldemort knew how close they were to Dumbledore (who is the only wizard Voldemort fears), and wanted them out of the way (Rowling, 1997, p. 68; see Appendix A). Later, when Voldemort confronts Harry, he claims that Harry's mother need not have died, but she died trying to protect Harry (Rowling, 1997, p. 365; see Appendix A). It leads the reader to believe that in some way Harry must have been a threat to Voldemort, even before he survived the attack that left Voldemort to exist by sharing animals and humans bodies. Of course, that only furthered his anger towards Harry.

Somehow the Potter's, namely Harry, were a threat to Voldemort. They stood in the way of him becoming the greatest wizard of all-time. Their presence threatened to take away the power he had already achieved, and therefore they must be dealt with. Of course it made Voldemort angry that the Potter's could be his downfall and so to cope with his anger, he murdered Harry's parents and tried to murder Harry (an example of a poor coping mechanism).

Hermione, Arson and Techniques of Neutralization

Harry's friend Hermione is usually considered a good child. She is smart, does well in school, and obeys school rules. She constantly is nagging Harry and Ron to behave as well. Therefore, it is quite shocking that this girl would actually commit delinquent acts (including two violent offenses; see Appendix A), yet she does.

While watching Harry play Quidditch, Harry's broom seems to go haywire. Hermione scans the crowd and sees Professor Snape staring at Harry and muttering to himself. She knows this is how you jinx something, and runs to stop Snape. She makes him lose his concentration by setting fire to his robes. With the jinx lifted, Harry's broom immediately regains control and Harry is able to finish the game safely.

Sykes and Matza's (1957) techniques of neutralization theory explain how a person makes an excuse to relieve the guilt that they will feel after committing a deviant or criminal act, and there are many examples of neutralization that can be used as described in the previous section on theoretical perspectives. Hermione knows that by setting fire to a person's robes, especially a professor's, it is wrong, yet she does it anyway. She is normally a conformer to the rules, but she uses Matza's theory to relieve her

guilt. It seems with Hermione, due to her strong societal ties, she could relieve her guilt by denying the victim, denying the injury and appealing to a higher loyalty. She feels that Snape deserved what he got for trying to hurt Harry, and needed to be stopped, even if it meant having to hurt him.

Hagrid, Dragon Breeding and Low-Self Control Theory

Hagrid, gamekeeper of Hogwarts, and Harry, Ron and Hermione's friend, had always wanted a dragon. He was no stranger to keeping unusual creatures, because it was his three-headed dog that was keeping guard over the sorcerer's stone. However, dragon breeding is against wizard law (Rowling, 1997). That did not stop Hagrid; he decided to keep the dragon egg he won off a fellow down at the pub, and raises the baby dragon in his hut. Harry, Ron and Hermione try to reason with him, but Hagrid will not listen. He has always wanted a dragon, so he was going to keep it, even if it was against the law.

Hagrid bears a few of the characteristics of low self-control, as mentioned previously in the theoretical perspective section. Hagrid is impulsive, short-term oriented and he fails to consider the consequences of his actions. He mentions to Harry after he gives Dudley a pig's tail that he is not supposed to do magic because he was

expelled from Hogwarts in his third year (Rowling, 1997, p. 74). One would question a child's upbringing if they were expelled from school. Also, that action shows Hagrid's impulsivity, short temper and failure to consider the consequences of his actions. However, it is the failure to abide by wizard law that states one cannot own a dragon (they are hard to keep out of sight) that truly shows that Hagrid is self-centered, impulsive and fails to see the consequences of his actions.

Hagrid failed to comply with wizard law, seeing it as an unfair and unjust law in keeping him from owning a "harmless" dragon (Rowling, 1997). As summarized in Piquero, Gomez-Smith and Langton's (2004) study, and Matrofski, Snipes and Supina's (1996) study, those with low self-control feel that many laws are unfair. As seen with Hagrid's scenario, he feels that the law is unfair in general and proceeds to keep the dragon against the precautions given by Harry, Ron and Hermione. When Malfoy follows Harry, Ron and Hermione to Hagrid's hut and sees the dragon for himself, Hagrid puts off getting rid of the dragon for a week before allowing Harry to write to Ron's brother to see if he will take the dragon to Romania. When Hagrid finally sends the dragon off, he sobs "bitterly" (Rowling, 1997); an example of how he feels that having to

give up his dragon is unfair. Clearly, Hagrid fits Hirschi's (1969) theory of low self-control.

Conclusion

There are numerous important aspects this chapter has outlined. First, studies have used popular culture in the classroom as teaching and learning tools in many disciplines, including criminal justice. Very few studies have used popular culture in criminal theory courses (Engel, 1998; Grenander, 1977; West, 2005). Studies have also examined how to measure the effectiveness of course assignments and lectures that involve popular culture (Bushway & Flower, 2002; Cramer, Collins, Snider & Fawcett, 2006; Lewis & Hayward, 2003). Statistically, other disciplines, like psychology and sociology, have studied the effectiveness of movies and novels and have found students' perceptions to be favorable (Badura, 2002; Kirsh, 1998; Scanlan & Feinberg, 2000). Scholars of criminal justice have relied on their own perceptions of measuring the success of popular culture in the classroom (Engel, 1998; West, 2005). Therefore, there is a need in criminal justice to empirically test students' perceptions of popular culture as a learning tool.

Next, this chapter has outlined a number of theories that may be covered in a criminal theory course. The purpose of this is to show that this is only one way in which a professor might organize a theory course, but it also shows just how daunting a task learning criminal theory is for a student. So many theories, and not enough time, yet they still must learn how to correctly apply criminal theory through critical thinking. An example of an exercise in how one might go about applying any of the numerous criminological theories of crime to *the Sorcerer's Stone*, is also presented in this chapter. Obviously there are numerous theories in which one can apply to any of these crimes, as referenced in Appendix A. As illustrated with Harry Potter, more than one crime can explain a person's behavior. The point is to learn how to justify how each theory might be applicable. This justification leads students to think critically about the crimes they are analyzing and hopefully begin to think of theories that might not necessarily be obvious as a way in which one can explain a particular crime. This is an example of what students were expected to write in order to display their ability to apply criminal theory, and what was taught to them by the researcher upon completion of their own term paper. This method enhances a students' learning of criminological theory and concretizes

what they have learned. The next chapter outlines how this study tested how effective this pedagogical technique is in the classroom by measuring student's levels of enjoyment of the assignment and lecture, and objective grading of term papers.

CHAPTER THREE

METHODOLOGY

Study Design

This was an exploratory, pilot study designed to evaluate the use of a popular novel (*Harry Potter and the Sorcerer's Stone,* Rowling, 1997), as an example of how to apply theory to crime. The study evaluated the success of a graduate theory course that incorporated *the Sorcerer's Stone* as a learning tool, through a survey and by completing an assignment (similar to the "Exercise" outlined in chapter two) using the novel. The survey evaluations contained a mixture of quantitative and qualitative questions (see Appendix F).

By combining methods used by Bandura (2002), Crawford (1998), Kirsh (1998), and West (2005), students were taught numerous criminological theories and were required to focus on one popular contemporary novel (*the Sorcerer's Stone*), in preparation to complete an assigned term paper in which to demonstrate their abilities to effectively apply theory to crime. By analyzing the responses to the student surveys and their grade they received on their term papers, this study provides feedback on whether this method is an effective way

to teach students how to apply criminological theory to crime.

Participants and Setting

The study was conducted in the winter quarter of 2007, in a small graduate theory course at a midsized, Western state university. All students taking the graduate theories course participated. The convenient sample population contained seven students; four men and three women, with the youngest and oldest students being 21 and 54 respectively. All students were single. Only one had children, ages 22 and 26, therefore, it is unlikely that having children that age would be a factor in whether or not the student found the class and the assignments to be enjoyable. Employment was split with three students being employed (as a community service officer, graduate assistant/police cadet and a contractor), and four students unemployed (one was retired). Participants were kept confidential and anonymous to the researcher.

Procedure

Students taking the graduate theories course in the winter quarter of 2007 were required to read *Harry Potter and the Sorcerer's Stone* (Rowling, 1997). On the first day

of class, students were given a short ten questions, multiple-choice test, in which to access how much they knew about theory prior to undertaking the course (see Appendix C). This test is the same ten questions used by the criminal justice program's undergraduate exit exam as to allow for generalizability to all students of theory and to show that these students are not exceptional students of theory. Each question was worth one point, and scores were analyzed using a t-test for comparison of the means.

The students were taught, through lecture over the course of ten weeks, the major theories and theorists, from Classical, Neoclassical and Positivist Schools of criminology. During the class, students were given two short, open-ended question quizzes to assess that they are actually reading the novel, because the novel provides more detail on the character's motivation. They were assigned a fifteen page paper, in which they were required to choose fifteen crimes (or deviant behaviors) from *the Sorcerer's Stone*, and apply ten theories to the crimes. These papers were graded for a possibility of 100 percentage points, allowing papers to be ranked ordinally. Once they completed their term paper, students were given a lecture based on the "exercise" of *the Sorcerer's Stone* provided in chapter two. After the lecture, students were given a survey with a

mixture of open and close-ended questions, in which to gather their demographics, and evaluate the usefulness, effectiveness, and enjoyment of the course, term paper and final researcher's lecture (See Appendix F).

Measurement

The survey consisted of a demographics section (mixed qualitative and quantitative responses), a quantitative portion and a qualitative portion. The first section asked participants the demographics such as age, gender, income, marital status, employment status and position if employed, and whether they have children and if so, what are the ages of the children. Age, employment position and children's ages were fill-in the blank in order to get exact measurements and to analyze the information qualitatively. Gender is categorized nominally as male or female. Income has been ranked ordinally and can be coded as income levels one through seven. Employment and children were categorized nominally by yes or no. Included in this portion was whether or not the participant had read the book or seen the movie prior to the class, which was categorized nominally as yes or no.

The next portion contains quantitative questions assessing the course and some of the pedagogical techniques used in the course. Using an ordinal ten point Likert scale

ranging from one (not at all) to ten (extremely difficult/enjoyed/helpful), the first six questions assessed the students' perceptions of how difficult the course was, how helpful the professor's lecture was in learning theory, how much they enjoyed using *the Sorcerer's Stone* for their paper, and how helpful the paper, final researcher's lecture and the course over all was in learning theory and its application.

The next eleven questions assess how helpful students felt these examples were in learning theory application to the ten theory applications from the "exercise" in chapter two examples using an ordinal ten point Likert scale ranging from one (not at all) to ten (extremely helpful). These questions could then rank which theory application was the most helpful, to the least helpful. Correlations were then run between all ordinal measures, including the quiz scores and final paper grades to measure effectiveness, as well as one-way Chi-square test to measure any statistical variance in the variables.

Validity and Reliability

For maximum rates of validity, face validity, content validity and construct validity were used. The instrumentation of the study is tested using face validity,

as it is an appropriate method and measure of effectiveness by analyzing students' scores on the final paper and their perceptions of how effective the final paper and researcher's lecture were in helping them learn theory application. Content and construct validity measure how effective the instrument is at measuring the variables; this study defines "effective" as an objective grade given on the final paper and evaluating how helpful students felt the paper and the final researcher's lecture was in helping them learn theory application.

The reliability of this study is based on how the material is presented in class, which has stayed constant from previous graduate courses with the same professor. The presentation of course material did not change, only the use of *the Sorcerer's Stone* was added. Cronbach's alpha for this study's survey was .91

Limitations of the Study

There are some problems with conducting a pilot study that need to be addressed. This study has no pre-test/post-test to evaluate whether or not the examples in *the Sorcerer's Stone* taught the graduate students more about theory and its application than had they not had to use examples of deviant behavior from the novel to apply theory

to. There is also no comparison class in which to provide one class with the enhancement of *the Sorcerer's Stone*, and one class without. Also, because the study was conducted on a graduate level course, it is assumed that students already have some knowledge of theory and are also the top students taken from an undergraduate level program. Further, the study is subjected to a small survey sample which does not allow for much generalizability, so caution must be taken in interpreting the results. However, because this is a pilot study in which to try out a unique method of teaching theory application to students, the study provides an analysis of how successful this method is, and its possible affect on pedagogy.

CHAPTER FOUR

ANALYSIS

Introduction

The purpose of this pilot study was to assess the effectiveness of using the *Sorcerer's Stone* to teach students how to apply criminological theory to fictional examples of behavior. It was hypothesized that evaluating students' perceptions of these pedagogical techniques would be favorable, thus justifying the use of *the Sorcerer's Stone*, or similar work, as a supplemental aid in criminal theory. This chapter will provide an analysis of students' demographics, performances on various pedagogical procedures as outlined in the syllabus (see Appendix B), as well as the results of survey (see Appendix F).

Study Results

As previously mentioned, this was a pilot study due to the small convenient sample size. Demographics of the sample were taken at the end of the course in order to provide descriptive statistics of the sample population and to test for any relationship between demographics and students' perceptions.

Theory Test Results

On the first night of class, the students were given a ten question multiple choice test on criminal theory to assess their knowledge, or previous exposure to theory. The mean score was 4.71 (SD=1.82, N=7). The previous graduated class' assessment data showed a mean score of 4.19 (SD=1.72, N=16). The difference between the graduate students and graduating seniors in theory assessment was .52, or the equivalent of a half point. As a result, the results indicate no statistically significant finding using a t-test (t=.661, df=21, p>.05, two-tailed test). Therefore, the study finds that this method can be generalized to all college level students.

Quiz Results

In the fourth and ninth week of instruction, students were given short, open-ended quizzes containing ten questions (answers could be completed in one or two words), to motivate students to read the novel. The quizzes were worth ten points each, with two possible extra credit points, for a total of twelve possible points. The mean quiz score on the first quiz was 8.5 (SD=1.77), while the mean quiz score on the second quiz was slightly higher at 10.8 (SD=4.57). Scores for the quizzes are provided in Table 1: Students Quiz Grades as follows.

Table 1

Students' Quiz Grades

Quiz 1	Quiz 2
11.5	10.5
10	12
9	12
8	12
8	12
6.5	10
6.5	7

It appears that students did in fact read the novel based on the positive correlation of their quiz grades, and this will have better prepared the student for their final term paper (as reported in the next section). The first quiz score was also significantly related to the students' perception of how difficult the course was ($r=.787$, $p<.05$).

Final Term Paper Results

The first measurement of effectiveness for using this pedagogical technique is the students' grades on the final paper. In order to be as objective as possible, both the

researcher and the professor of the graduate theory course graded the students' final term paper to see how well students applied criminal theory to examples of deviance contained in *the Sorcerer's Stone*. The final grade was given by the professor, with a mean of 96 (SD=3.25), however the researcher's analysis of the papers gave a slightly higher mean grade of 97 (SD=2.45). It appears that both the researcher and the professor agreed that the students in this sample grasped the concept of applying theory to deviant behavior contained in *the Sorcerer's Stone*, thus evaluation data supports the hypothesis that this pedagogical tool is an effective method to teach theory and its application.

Correlations were run between the quiz scores and the final paper grade, resulting in one positive direct correlation. Students' second quiz scores were significantly related to their final paper grade (given by the professor; $r=.775$, $p<.05$). Thus, quizzes served as a motivation for students to read the novel, but also aided in their ability to effectively complete their final paper and receive higher grades.

Qualitative Survey Results

Specific questions were asked on the survey to assess students' prior exposure to the novel and criminal theory.

Table two on the following page shows the results of the qualitative survey questions by gender (excluding students' grades and the tools previous theory courses used to teach theory).

Table 2

Student Responses to Qualitative Survey Questions by Gender

Question	Male N=4		Female N=3	
	YES	NO	YES	NO
Previously Read *Sorcerer's Stone*	0	4 (100%)	0	3 (100%)
Previously Seen *Sorcerer's Stone*	3 (75%)	1 (25%)	2 (75%)	1 (25%)
Previously Taken a Theory Course	4 (100%)	0	2 (75%)	1 (25%)
Anticipated Difficult Course	1 (25%)	3 (75%)	2 (75%)	1 (25%)
Enjoyed Reading *Sorcerer's Stone*	4 (100%)	0	3 (100%)	0
Easy to find crime	2 (50%)	2 (50%)	0	3 (100%)
Easy to apply theory	0	4 (100%)	0	4 (100%)
Useful tool	3 (75%)	1 (25%)	3 (100%)	0
Paper challenged understand-ing	3 (75%)	1 (25%)	3 (100%)	0
Liked using book for paper	3 (75%)	1 (25%)	3 (100%)	0
Recommend using again	3 (75%)	1 (25%)	3 (100%)	0

When asked in the survey had they previously read the novel, 100 percent of the students had not, while a majority (72%) of the students had previously watched the movie. Most of the students had prior exposure to a theory course; mostly as undergraduates at the same university (one had no previous experience, while one student had taken a social theory course at another university). Five students also enjoyed their previous theory course, while one found their previous experience to be a bit confusing. Interesting to note, most of those previous courses the students had taken used textbooks, newspapers, or current affairs to teach theory and its application.

The rest of the questions contained most of the qualitative questions in the survey and was more difficult to categorize as a simple yes or no. Students were split evenly as to whether they anticipated difficulties with this graduate course (one student claimed the anticipated difficulty was expected). Enjoyment of reading *the Sorcerer's Stone* was unanimous; all seven students (100%) reported they enjoyed reading the novel. However, most students found it moderately difficult to find fifteen examples of deviant behavior in the novel to apply theory to (only two reported it as "easy"). Students also felt that it was somewhat difficult to find theories to apply to their

chosen crimes or deviant behavior from the novel. However, theory application is supposed to be challenging and difficult, therefore, those findings only prove the necessity for developing a learning tool that students' can relate to. Only one student did not find *the Sorcerer's Stone* to be a useful as a tool to learn theory application, while the other six said it was useful. The same student also claimed the final paper did not challenge their understanding of criminal theory, while the other six students agreed that it had. However, five students enjoyed using examples of deviant behavior from *the Sorcerer's Stone* for their final paper; while one claimed the whole assignment was hard, and one did not like it at all ("it was too out there" was what the student claimed). Six of the students said they would recommend the course to other students, while one seemed indifferent, claiming "they have no choice but to take this course."

Statistical analysis, including cross-tabulations and two-way Chi-square, failed to discover any differences by gender and the students' perceptions of their enjoyment of the final paper, their perceptions of this method as a useful teaching tool or recommending using this method again. There was also no difference in students' previous exposure to a theory course, or their enjoyment of reading

the novel to the three previously mentioned variables. However, through frequencies it seems as though students' perceptions of the course and its use of *the Sorcerer's Stone* as a teaching supplement were favorable. Therefore, support has been found for the hypothesis.

Quantitative Survey Results

Three of the 10 point Likert scale questions, ranging from 1 (not at all) to 10 (extremely enjoyed/helpful) addressed student's perceptions of how effective using *the Sorcerer's Stone* is as a pedagogical tool. Students' perceptions were favorable to the use of *the Sorcerer's Stone* as a pedagogical tool in a criminal theory course, however, caution should be taken when interpreting the results due to the small sample size (N=7). Students replied that overall the course was somewhat difficult, giving a mean rating of 6.00 (SD=1.92). However, when asked to rate their enjoyment level of having to use examples of deviant behavior from *the Sorcerer's Stone* to apply theory to, the mean rating was 7.14 (SD=2.61). Overall, student's felt that the course taught them theory and how to apply it, giving a mean rating of 7.43 (SD=1.27).

Students were also asked three questions to rate how helpful specific pedagogical tools were in aiding their understanding of theory and its application. The final paper

assignment, in which students were to choose fifteen crimes and apply ten theories, students gave a mean rating of 7.00 (SD=1.92). The professor's lectures were giving a mean rating as 8.71 (SD=1.79), somewhat more helpful in teaching students theory and its application. The most helpful tool rated by students however, was the final lecture given by the researcher, in which the exercise example from chapter two was presented to the class. Students gave the final lecture a mean rating of 9.14 (SD=1.22). Thus, by using examples of deviant behavior contained in *the Sorcerer's Stone*, students perceive this pedagogical tool as a helpful tool in learning theory and its application.

Students were also asked how effective the final lecture was in helping them learn eleven specific theories (see Appendix F) and their application to deviant behavior in *the Sorcerer's Stone*. Student responses gave the highest mean rating of 8.14 to four theories: differential association (SD=1.95), techniques of neutralization (SD=1.95), Merton's strain theory (SD=1.86) and general strain theory (SD=1.86). Students gave a mean rating of 8.00 to low self-control theory (SD=1.83), labeling theory (SD=2.00), differential reinforcement (SD=1.83) and deterrence theory (SD=2.24). Social bonding theory had a

mean rating of 7.71 (SD=1.79) and lastly, biological theories had the lowest mean rating at 7.57 (SD=2.51).

One-way Chi-square analysis provided no statistically significant findings to explain any variance in students' responses. Overall, students' perceptions were favorable in that the researcher's lecture helped them to learn these specific theories and their application.

Correlation

Correlation measures the degree of a relationship between two continuous variables (Tabachnick & Fidell, 2001). Correlations were run on all quantitative questions to discover any relationship between these continuous variables, which resulted in a number of interesting correlations. Students' perceptions that the final paper helped them learn theory was significantly and directly correlated to their enjoyment of using examples of deviant behavior in *the Sorcerer's Stone* to apply theory ($r=.767$, $p<.05$). A significant direct correlation was between students' enjoyment of using examples of behavior from the novel to apply theory and the course having taught them theory and its application ($r=.882$, $p<.01$).

The strongest direct correlation was between students' perceptions that the final paper helped them learn theory and that overall the course taught them theory and its

application ($r=.889$, $p<.01$). A strong positive correlation also existed between the students' final paper grade and their perceptions that the course taught them theory and its application, however it was not statistically significant ($r=.559$). The other measure of effectiveness was measured by students' perceptions of how helpful the researcher's lecture was in learning theory and its application. A strong positive correlation was found to exist, however it was not statistically significant ($r=.708$). Thus support has been found for the research hypothesis that students will find this method favorable due to the measurements of effectiveness of this study.

Summary of Conclusions

This study evaluated the effectiveness of using the *Sorcerer's Stone* as a pedagogical tool by an objective examination of student's final papers and through a survey, in which students could provide feedback on what they thought of the course. Final paper grades had a mean score of 96 by the professor and 97 by the researcher. Students' second quiz grade was also statistically significant in correlation with students' final paper grade (given by the professor).

While most students claimed it was hard to find crimes in the novel, they all agreed it was hard to find theory to fit those crimes. Students also agreed that the paper challenged their knowledge of criminal theory and its application, as it should. The purpose of this study was to find a pedagogical tool students could relate abstract concepts to, to something more concrete (and enjoyable). Despite their opinions, students were able to find fifteen crimes or examples of deviant behavior contained in the novel, and appropriately apply ten criminal theories to those examples, with high grades. Students were creative in choosing their crime or deviant examples (such as evading authority, or failure to cooperate in an investigation), some even citing examples that the researcher had not previously included in the chart seen in appendix A. Students were also creative in the theories they chose to apply to examples of deviant behavior contained in the novel, such as applying the Cinderella effect to the abuse of Harry Potter, and brutalization effect applied to the popular (and often times, dangerous) game, Quidditch, resulting in a fight between Ron and Malfoy. Overall, the students were successful in using examples of deviant behavior in the novel to apply theory to, thus the first measurement of effectiveness supports the research

hypothesis that student's will respond favorably to using this pedagogical tool.

The other measurement of effectiveness was students' perceptions of the course, including enjoyment of having to use *the Sorcerer's Stone* as a learning tool, and how helpful the final paper and researcher's lecture was in helping them learn theory application. The strongest statistically significant correlation was between students' perceptions of how helpful the final paper was in learning theory application and how much the course taught them theory and how to apply it ($r=.889$, $p<.01$). There was also a direct positive correlation between how helpful the researcher's lecture was in learning theory application and how much they felt the course had taught them about theory and its application ($r=.559$), but it was not statistically significant. Student survey responses were supportive that *the Sorcerer's Stone* is an effective pedagogical tool for criminal theory.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This study created a pedagogical tool out of a popular culture icon, *Harry Potter and the Sorcerer's Stone* (Rowling, 1997), because often students are discouraged by the daunting task of learning so many theories, as well as how to appropriately apply them, in such a short amount of time. Students come into the criminal justice discipline wanting to know the reasons why people commit crime, but usually are not prepared to take on the theory course. A pilot study was created to see if students would find the use of *the Sorcerer's Stone* an effective pedagogical tool to aid in learning theory and its application.

In chapter two, a review of the literature outlined previous work that has been done on using popular culture in the classroom, including what has been tried in criminal justice courses, the area of criminal theory (Engel, 2003; Grenander, 1977; Rafter, 2005; Time, 1999; West, 2005), and specifically in criminal theory courses (Engel, 2003; Grenander, 1977; West, 2005). Very few studies have been attempted to evaluate the effectiveness in using popular culture in the classroom and in chapter two, the major

studies come from the psychology and sociology disciplines (Badura, 2002; Kirsh, 1998; Scanlan & Feinburg, 2000). Combining methods used by other researchers (Badura, 2002; Crawford, 1999; Chrisler, 1990; Kirsh, 1998; West, 2005), this study developed a series of pedagogical techniques to be used in the graduate theory course.

First, a small portion of the theories that would be covered in the course were outlined in chapter two as an example of how one might go about organizing and presenting criminal theories to a class. Second, an example (entitled "The Exercise") was created of what students would be required to do for the final papers; picking out examples of deviant behavior from *the Sorcerer's Stone* to apply criminal theory to. This example was used by the researcher to present to the graduate students upon completion of their own final papers. Two quizzes were created to motivate students to read the book (see Appendices D and E), and were given in the fourth and ninth week of instruction. A short survey, consisting of three parts (demographics, qualitative and quantitative Likert-scale questions; see Appendix F) was created to evaluate students' perceptions of the effectiveness of the course.

Seven students in a midsized Western college in the graduate theory course in the winter quarter of 2007. These

students participated in the above mentioned course design, as well as completed an anonymous survey in which the students could evaluate the course, specifically the term paper and the researcher's lecture. Overall, quiz grades improved from the first quiz to the second, and the second quiz grade was directly correlated to the students final paper grades. Final papers had a high mean score (97), and students did an excellent job of appropriately applying criminal theory to examples of deviance contained in *the Sorcerer's Stone*. The survey evaluations were returned with quite favorable results; students not only enjoyed reading the novel, they also thought it helped them learn theory and its application.

Research Question

The purpose of this study was to evaluate the effectiveness of using *the Sorcerer's Stone* as a pedagogical tool in a criminal theory course. It was hypothesized that students would respond favorably to using the novel as a way in which to learn theory application, thus also responding favorably to various pedagogical techniques (such as quizzes, term papers and the researcher's lecture). By subjecting students to these techniques, effectiveness could be evaluated through an objective analysis of the students'

term paper grades and through their participation in an anonymous survey, in which they could evaluate the course. This hypothesis was based on research conducted by Badura (2002), Crawford (1999), Kirsh (1998) and West (2005).

The mean scores on the students' final papers were 96 (given by the professor) and 97 (given by the researcher). Out of a possible 100 points, students effectively demonstrated their ability to apply criminal theory to deviant behavior contained in the novel. Evaluation of students term papers was found to be an appropriate measure of effectiveness because it promotes higher order thinking through active based learning, as argued by Greek (1995), Zablotsky (2001), and Lanier (2002). Sims (2006) evaluation of this method concluded that this method was more appropriate for upper division courses. Accordingly, this study found support for Sims argument, as well as aforementioned researchers, due to the relatively high mean score of students' final papers.

Other studies relied on the researcher's perception of how effective the use of popular culture is as a pedagogical tool (Crawford, 1999; Engel, 2003; West, 2005). The researcher's perception is that students did read the novel (according to answers given on the quizzes), and were quite capable of picking out examples of deviant behavior and

appropriately applying theory to each example. Referencing examples of deviant behavior not contained in appendix A, using lesser known or popular theories of crime, like the Cinderella effect and the brutalization effect, and even finding examples of labeling theory in action in the novel (the sorting hat's song contains lyrics that effectively label the students in each house; see Appendix G). Following the researcher's lecture, students shared that the idea was new and refreshing, even though it was somewhat difficult to find enough crimes to apply theory to, and upon seeing the chart in appendix A, one student exclaimed "I wish I had this before I wrote my paper!" One student even came up after the lecture and whispered "I really enjoyed the whole thing and I just think you should know."

The other measure of effectiveness was students' perceptions of the course; including how helpful the final paper was in learning how to apply criminological theory, and how helpful the researcher's lecture was in learning theory application. Studies in criminal justice that have used students' perceptions as measures of effectiveness of pedagogical tools, used surveys that combined qualitative and quantitative questions in which students could evaluate the course and pedagogical techniques used, and found students' perceptions to be favorable for learning

enhancements (Cramer, Collins, Snider & Fawcett, 2006; Lewis & Hayward, 2003; Bushway & Flower, 2002). Based on studies outside the criminal justice discipline, studies conducted by Badura (2002), Kirsh (1998), Scanlan & Feinburg (2002) specifically evaluated the effectiveness of popular culture (such as movies, novels or television shows) as teaching and learning tools.

This study supports the results concluded in these studies; student perceptions favor the use of popular culture as a pedagogical tool and find popular culture, *the Sorcerer's Stone*, to be an effective pedagogical tool. Correlations were statistically significant between the final paper having taught the student theory and its application and students' perceptions that the course taught them criminological theory application. Also, a statistically significant direct correlation existed between students' final paper grade and their overall perception that the course taught them theory application. Correlation was strong between the researcher's lecture and students' perceptions that the course taught them theory application, but was not statistically significant.

Limitations of the Study

There are limitations to the study that should be noted. First, caution should be taken in generalizing the findings to larger samples sizes. This study was a pilot study with a sample size too small (N=7) to analyze with more robust statistical analyses. While some correlations were statistically significant, it is still too small a sample to adequately generalize to a larger graduate theory course, or even a large undergraduate course. Also, the survey should include the student's class standing, as Sims (2006) found differences in student's enjoyment of the class by their class rank, as well as race. With a larger sample these two demographics might have be statistically significant compared to the student's perception of whether the course taught them theory and its application.

Another limitation is that all students will not enjoy reading *the Sorcerer's Stone*, consequently having an effect on their quiz grades or more importantly, their final paper grade. Students may not appreciate the usefulness of *the Sorcerer's Stone* as a pedagogical tool because they do not enjoy reading fantasy novels. As one student remarked, "using Harry Potter to apply theory to is just too out there. I'm a real world kind of person and Harry Potter isn't real world. It's not very appropriate for a graduate

theory course and I feel that it takes away from the seriousness of learning criminal theory." However, this same student admitted that everyone learns differently, and perhaps, it is a personal preference.

An additional limitation is using a convenient sample, in this case, a graduate theory course. Most of these students have had previous exposure to criminal theory. The study attempted to minimize this limitation by comparing the graduate's knowledge of criminal theory to prior exit exams of graduating seniors. No statistical significance was found in the differences of the means of the two groups, thus allowing for this study to generalize that graduate students are not more knowledgeable in criminal theory than seniors. However, that does not account for undergraduates who might take this course and have never been exposed to criminal theory before and how successful they might be in completing the coursework.

Finally, there is also no comparison group to work with. Badura's (2002) study had a control group and an experimental group in which to compare students' perceptions of using movie clips to stimulate interest in an introduction to abnormal psychology course. As a result, Badura was able to do a more robust statistical analysis, using MANOVA to compare the results of the two groups.

Hence, using a comparison group might have resulted in a better analysis of the effectiveness of using *the Sorcerer's Stone* as a pedagogical tool in criminal theory courses.

Implications for Teaching and Research

The findings of this study can be beneficial to educators as well as researchers. As a top ranked journal, The Journal of Criminal Justice Education supports research that improves how students learn and how educators can teach, validating the reason for conducting this study. Researchers are looking for ways to enhance the learning environment and reach out to students. In fact, at a recent Western Society of Criminology conference, Dr. Tracy Tolbert presented a study on "social disconnect" between professors and their students; due to the ever changing advancements in technology, students easily lose interest in the topics their professors are talking about unless they are related to something that they know about (i.e. movies, music, the internet, etc.). Therefore, studies that evaluate the effectiveness of using popular culture in the classroom can validate increasing the use of popular culture as a pedagogical technique.

More appropriately however, this study is most beneficial to educators, especially those teaching criminal

theory. *Harry Potter and the Sorcerer's Stone* (Rowling, 1997) is an effective pedagogical tool to teach theory and its application, and this study provides a complete course outline on how to teach criminal theory and its application. An educator can easily pick up this study and follow it as a teaching guide for a criminal theory course, thus eliminating quite a bit of work trying to figure out the best way to organize theory, as well as teach students how to apply theory to deviant behavior. However, by no means is it the only fictional novel (or movie) that might show similar results.

Future research should focus on a few aspects. First, and foremost, a larger sample should be used, but is stress in the fact that this was a pilot test. While students favored this pedagogical method, perhaps in a larger sample students' perceptions would vary more dramatically. This could be avoided by not using a convenient sample and/or by testing this method on an undergraduate course that more likely would have a larger sample population. Also, a further vigorous study would have a control group to compare this pedagogical tool to. Finally, other popular novels or movies could be used in place of *the Sorcerer's Stone* and even compared to this study. However, emphasis needs to be

placed on using novels or movies that currently popular in order to minimize "social disconnectedness."

Conclusion

The purpose of this study was to take a popular piece of popular culture, *Harry Potter and the Sorcerer's Stone* (Rowling, 1997), and use it as a pedagogical tool in a graduate criminal theory course to serve as a pilot study. Measuring its success as an aid for students to learn criminal theory application was based on students' perceptions. While perceptions may be influenced by any number of things, including whether or not the student even enjoys reading fantasy novels, the students in this study supported using *the Sorcerer's Stone* as a pedagogical tool. Some students even enjoyed it, consequently making the course more enjoyable. While many students come into a theory class dreading having to learn so many theories in so little time, bringing popular culture into the classroom may solidify the often daunting task of learning all these theories and their application by entertaining the student as well as giving them a tool that they can relate the material back to.

APPENDIX A

CRIMES IN *THE SORCERER'S STONE*

Content Analysis of Delinquent Acts in *the Sorcerer's Stone*					
#	**Page**	**Offender**	**Crime**	**Delinquent act in quotation**	**Theory**
1	5	Voldemort	Murder	"The rumor is that Lily and James Potter are-are-that they're-*dead*."	General strain
2	5	Voldemort	Aggravated assault	"They're saying he tried to kill the Potters' son, Harry. But-he couldn't."	General strain
3	6	Dudley	Simple assault	"I saw him kicking his mother all the way up the street."	Differential reinforcement
4	4	Aunt Petunia & Uncle Vernon	Child abuse	"Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept." "Perhaps it had something to do with living in a dark cupboard, but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was because all he had to wear were old clothes of Dudley's, and Dudley was about four times bigger than he was."	Biological-family studies
5	8	Aunt Petunia	Child abuse	"I suppose we could take him to the zoo," said Aunt Petunia slowly, "...and leave him in the car..."	Biological
6	9	Piers & Dudley	Simple assault	"Piers was a scrawny boy with a face like a rat. He was usually the one who held people's arms behind their backs while Dudley hit them."	Differential association

7	36	Uncle Vernon	Child abuse	"Go-cupboard-stay-no meals." Uncle Vernon ordered Harry.	Biological, differential reinforcement
8	37	Dudley	Status offense-gang involvement	"Everyone knew that Dudley's gang hated that odd Harry Potter…"	Differential association
9	39	Dudley	Simple assault-threat	"They stuff people's heads down the toilet the first day at Stonewall," he told Harry. "Want to come upstairs and practice?"	Differential association
10	41	Uncle Vernon	Simple assault/child abuse	"Poke him [Harry] with your Smelting stick, Dudley."	Biological, differential association/ reinforcement
11	43	Dudley	Simple assault	"He [Dudley] gave his father a sharp tap on the head with his Smelting stick."	Differential reinforcement
12	44	Uncle Vernon	Simple assault/child abuse	"…he [Uncle Vernon] took both Harry and Dudley by the scruffs of their necks and threw them down the hall, slamming the kitchen door behind them."	General strain
13	46	Dudley	Aggravated assault/animal cruelty	"…lying on top of a small, working tank Dudley had once driven over the next door neighbor's dog."	Differential reinforcement
14	47	Dudley	Simple assault/animal cruelty	"He'd [Dudley] screamed, whacked his father with his Smelting stick, been sick on purpose, kicked his mother, and thrown his tortoise through the greenhouse roof…"	Differential reinforcement

15	47	Uncle Vernon & Harry	Simple assault/child abuse	"Uncle Vernon had to wrestle Dudley to the ground to get the letter from him, which was made difficult by the fact that Harry had grabbed Uncle Vernon around the neck from behind."	Biological, general strain
16	47	Dudley	Simple assault	"After a minute of confused fighting, in which everyone got hit a lot by the Smelting stick…"	Differential reinforcement
17	48	Uncle Vernon	Child abuse	"He [Uncle Vernon] shouted at Harry for about a half hour and then told him to go and make him a cup of tea."	Biological, general strain
18	51	Uncle Vernon	Simple assault	"…his [Dudley] father had hit him around the head…"	General strain
19	57	Hagrid	Burglary	"SMASH! The door was hit with such force that it swung clear off its hinges and with a deafening crash landed flat on the floor. A giant of a man was standing in the doorway."	Low self-control; general strain
20	68	Voldemort	Murder	"'Course, some stood up to him-an' he killed 'em."	General strain
21	69	Voldemort	Murder/aggravated assault	"You-Know-Who killed 'em. An' then-an' this is the real mystr'ry of the thing-he tried to kill you, too."	General strain
22	69	Voldemort	Murder	"No one ever lived after he decided to kill 'em, no one except you, an' he'd killed some o' the best witches and wizards of the age-the McKinnons, the Bones, the Prewetts-an' you was only a baby, an' you lived."	General strain

23	70	Hagrid	Aggravated assault-threat	"Pointing this [umbrella] at Uncle Vernon like a sword, he said, 'I'm warning you, Dursley-I'm warning you-one more word…"	Low self-control; general strain
24	73	Hagrid	Aggravated assault	"He brought the umbrella swishing down through the air to point at Dudley-there was a flash of violet light, a sound like a firecracker, a sharp squeal, and the next second, Dudley was dancing on the spot with his hands clasped over his fat bottom, howling in pain. When he turned his back on them, Harry saw a curly pig's tail poking through a hole in his trousers."	Low self-control; general strain
25	74	Hagrid	Kidnapping	It's getting' late and we've got lots ter do tomorrow,' said Hagrid loudly. 'Gotta get up ter town, get all yer books an' that.'	Low self-control, general strain
26	96	Malfoy	Status offense-school rule	"First years can't have their own…I'll smuggle it [broom] in somehow."	Social bonding, differential reinforcement, deterrence
27	97	Malfoy	Slander/defamation of character	"I heard he's sort of *savage*-lives in a hut on the grounds and every now and then he gets drunk, tries to do magic, and ends up setting fire to his bed."	Social bonding, differential reinforcement
28	160	Peeves	Simple assault	"Peeves stuck out his tongue and vanished, dropping the walking sticks on Neville's head."	Routine activity
29	167	Peeves	Simple assault	"He [Peeves] would drop wastepaper baskets on your head, pull rugs from under your feet, pelt you with bits of chalk, or sneak up behind you, invisible, grab your nose, and screech, 'GOT YOUR CONK!'"	Routine activity

30	179	Malfoy	Larceny-theft	"Neville was trying to remember what he'd forgotten when Draco Malfoy, who was passing the Gryffindor table, snatched the Remembrall out of his hand."	Routine activity, differential reinforcement, social bonding
31	183	Malfoy	Larceny-theft	"'Look!' said Malfoy, darting forward and snatching something out of the grass. 'It's that stupid thing Longbottom's gran sent him.'"	Routine activity, differential reinforcement, social bonding
32	192		Status offense	Harry, Ron, Hermione and Neville out of bed past curfew.	Deterrence, routine activity (N), differential association
33	198	Hermione	Burglary	"'Oh move over,' Hermione snarled. She grabbed Harry's wand, tapped the lock, and whispered, '*Alohomora*!' The lock clicked and the door swung open-they piled through it, shut it quickly, and pressed their ears against it, listening."	Rational choice, techniques of neutralization, differential association
34	199	Harry, Hermione & Ron	Status offense burglary	"They weren't in a room, as he had supposed. They were in a corridor. The forbidden corridor on the third floor."	Deterrence, routine activity, differential association, social bonding (He)
35	218	Harry	Aggravated assault	"He [Harry] took a great running jump and managed to fasten his arms around the troll's neck from behind. The troll couldn't feel Harry hanging there, but even a troll will notice if you stick a long bit of wood up its nose, and Harry's wand had still been in his hand when he'd jumped-it had gone straight up one of the troll's nostrils."	Rational choice, labeling

36	218 & 219	Ron	Aggravated assault	"Ron pulled out his wand-not knowing what he was going to do he heard himself cry the first spell that came into his into his head: '*Wingardium Leviosa*!' The club flew out suddenly out of the troll's hand, rose high, high up into the air, turned slowly over-and dropped, with a sickening crack, onto its owner's head."	Rational choice, differential association
37	236	Quirrell	Aggravated assault	"'He's [Snape/Quirrell] doing something-jinxing the broom,' said Hermione."	Differential association / reinforcement, techniques of neutralization
38	236 & 237	Hermione	Arson aggravated assault	"Reaching Snape, she crouched down, pulled out her wand, and whispered a few, well-chosen words. Bright blue flames shot from her wand onto the hem of Snape's robes."	Techniques of neutralization, rational choice, differential association
39	240	Fred & George	Simple assault	"The lake froze solid and the Weasley twins were punished for bewitching several snowballs so that they followed Quirrell around, bouncing off the back of his turban."	Routine activity, low self-control, rational choice
40	242	Malfoy & Ron	Simple assault	"'Hoping to be gamekeeper yourself when you leave Hogwarts, I suppose-that hut of Hagrid's must seem like a palace compared to what your family's used to.' Ron dived at Malfoy just as Snape came up the stairs."	Strain (R), social bonding (M), routine activity (M)
41	254	Harry	Status offense curfew	"He [Harry] crept out of the dormitory, down the stairs, across the common room and climbed through the portrait hole."	Deterrence, low self-control
42	254	Harry	Status offense curfew & burglary	"Where should he go? He stopped, his heart racing and thought. And then it came to him. The Restricted Section in the library. He'd be able to read as long as he liked, as long as it took to find out who Flamel was."	Deterrence, labeling, low self-control

43	260	Harry	Status offense curfew	"What Harry feared most was that he might not be able to find the mirror again. With Ron covered in the cloak, too, they had to walk much more slowly the next night."	Deterrence, labeling, low self-control
44	263	Harry	Status offense curfew	"That third night he [Harry] found his way more quickly than before."	Deterrence, low self-control
45	270	Malfoy	Aggravated assault	"How he had managed to climb through the portrait hole was anyone's guess, because his legs had been stuck together with what they recognized at once as the Leg-Locker Curse." "'Malfoy,' said Neville shakily. "I met him outside the library. He said he'd been looking for someone to practice that on."	Routine activity, differential reinforcement, social bonding
46	276	Malfoy	Simple assault	"Someone had poked Ron in the back of the head. It was Malfoy."	Routine activity, differential reinforcement, social bonding
47	278	Ron & Neville	Simple assault	"Ron snapped. Before Malfoy knew what was happening, Ron was on top of him, wrestling him to the ground. Neville hesitated, then clambered over the back of the seat to help."	Social bonding, routine activity
48	282	Fred & George	Larceny theft	"Everyone's waiting for you in the common room, we're having a party, Fred and George stole some cakes and stuff from the kitchens."	Strain, routine activity (N)
49	290	Hagrid	Possession of illegal substance	"So now they had something else to worry about: what might happen to Hagrid if anyone found out he was hiding an illegal dragon in his hut."	Routine activity, low self-control

50	299	Malfoy	Status offense curfew	"Professor McGonagall, in a tartan bathrobe and a hair net, had Malfoy by the ear. 'Detention!' she shouted. 'And twenty points from Slytherin! Wandering around in the middle of the night, how dare you-'"	Routine activity, deterrence, Black's theory of social control-revenge
51	300	Harry & Hermione	Status offense curfew	"The answer to that was waiting at the foot of the stairs. As they stepped into the corridor, Filch's face loomed suddenly out of the darkness. 'Well, well, well,' he whispered, 'we are in trouble.' They'd left the Invisibility Cloak on top of the tower.	Deterrence, labeling (Ha), social bonding (He)
52	340	Hermione	Aggravated assault	"She [Hermione] raised her wand. '*Petrificus Totalus*!' she cried, pointing it at Neville. Neville's legs sprang together. His whole body rigid, he swayed where he stood and then fell flat on his face, stiff as a board."	Techniques of neutralization, rational choice
53	340	Harry, Hermione & Ron	Status offense curfew	"But leaving Neville lying motionless on the floor didn't feel like a very good omen. In their nervous state, every statue's shadow looked like Filch, every distant breath of wind sounded like Peeves swooping down on them [Harry, Ron & Hermione]."	Rational choice, labeling (Ha), social bonding (He), techniques of neutralization
54	358	Quirrell	Aggravated assault	"'No, no, no. I tried to kill you. Your friend Miss Granger accidentally knocked me over as she rushed to set fire to Snape at that Quidditch match."	Differential association, techniques of neutralization

55	359	Quirrell	Aggravated assault	"Quirrell snapped his fingers. Ropes sprang out of thin air and wrapped themselves tightly around Harry."	Differential association, techniques of neutralization
56	361	Quirrell	Burglary	"When I [Quirrell] failed to steal the stone from Gringott's, he was most displeased."	Differential association, techniques of neutralization
57	366	Quirrell	Aggravated assault	"'SIEZE HIM!' and the next second, Harry felt Quirrell's hand close on his wrist." "'Master, I cannot hold him-my hands-my hands!'" "'Then kill him, fool, and be done!' screeched Voldemort."	Differential association, techniques of neutralization
58	367	Harry	Justifiable homicide	"Harry jumped to his feet, caught Quirrell by the arm, and hung on as tight as he could. Quirrell screamed and tried to throw Harry off-the pain in Harry's head was building-he couldn't see-he could only hear Quirrell's terrible shrieks and Voldemort's yells of 'KILL HIM! KILL HIM!' and other voices, maybe in Harry's own head crying, 'Harry! Harry!' He felt Quirrell's arm wrenched from his grasp, knew all was lost, and fell into blackness, down...down...down..."	Labeling, rational choice, deterrence, techniques of neutralization

APPENDIX B

COURSE SYLLABUS

CJUS 607-01/ADVANCED CRIMINOLOGICAL THEORY
Winter 2007

COURSE DESCRIPTION: This course will trace the evolution of theoretical criminology as a scientific discipline, with an emphasis on comparing and contrasting the competing perspectives of crime. After briefly reviewing various crime measures and trends, we will examine the characteristics that a good theory of human behavior should contain. Then we will review, in detail, the dominant theories that have been used to explain past and current patterns of deviant behavior. Recent developments will be surveyed and implications for future advancements will be discussed.

COURSE GOALS/OBJECTIVES: The primary goals of this course is to ensure students develop a sound understanding of the various theoretical perspectives regarding the complex nature of crime and, more importantly, to aid students in developing abilities they need to evaluate and critically examine such theoretical models from a scientific point of view. ***I sincerely promise students that if they successfully complete the assignments in this class, they will know as much about theory as most persons who hold a PhD in criminology/criminal justice, and likely will know even more.***

REQUIRED TEXTS: Criminology (5th ed.), Brown, Esbensen & Geis (2004)
Harry Potter and the Sorcerer's Stone, J.K. Rowling (1997)

The required books will be available at the campus book store in the Coyote Bookstore. I will also be presenting various newspaper articles and other materials in class, primarily from local newspapers, San Bernardino County Sun, LA Times, USA Today, and other news sources. Students are held responsible for material that is presented in class. Students are advised to read a daily newspaper, but it is not required. All information from news outlets will be covered in class.

COURSE REQUIREMENTS: There will be a mid-term exam that comprises 40% of the final grade, and a final paper that will comprise 40% of the final grade. In addition, there will be two quizzes that make up 10% each (totaling 20%) of the final grade regarding the reading of the Harry Potter book; dates of the quizzes will be announced in class at least one week in advance. The date of the mid-term exam will be announced at least two weeks in advance. The scheduled time for the final exam is: **Wednesday, March 21, 6:00 p.m.** (However, this may be the due date for the final paper.) Thus:
Midterm (40%) + Final Paper (40%) + Harry Potter Quizzes (20%) = 100%

GRADING SCALE: The grading scale used to determine final grades will be on the following scale: A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82,....., F = 59 and below.

READING ASSIGNMENTS: Reading assignments will be announced during class. Nevertheless, a very tenuous guideline of the chronology of topics and exams is provided for you below. Keep in mind that these dates and assignments are tentative:

Dates	Topic(s)
Week 1-2	Intro to Course/Trends & Rates
Week 2-3	What is Theory?/Classical School
Week 3-4	Early Positive Theories/Biology Harry Potter Quiz 1
Week 5	**Mid-Term Exam**
Week 6-7	Social Structure Theories
Week 8	Social Process Theories
Week 9	Social Reaction/Conflict Theories Harry Potter Quiz 2
Week 10	Feminist Theory & Recent Developments
	Final

Term Paper Assignment – Applying Theories of Crime to the *Sorcerer's Stone*

The term paper is worth 40% of the course final grade, and the paper is due at my office before **Wednesday, March 14, 5:45 p.m.** Students must hand in their paper at my office (or the departmental office) at this time or it will be considered late and a significant amount of points will be deducted if it is late. The amount of points deducted will be at the discretion of the instructor.

This paper, double-spaced, must be at least 15 pages long, which includes a cover page, as well as reference pages including ALL references (reference page will count as only 1 page, no matter how long it is). The format for the paper, as well as references, should follow the American Psychological Association (APA) Manual (5th edition), which is available in the book store and in the campus library.

The paper must be typed, double-spaced, with 1-inch margins on all sides (including top-bottom), with a 12-point font. Papers must be adequately presented in a plastic binder with all materials bound and nothing loose to fall out. Papers should begin with a cover sheet with info such as author, title, date, class, etc. The paper should provide at least *15 specific examples* of offending from various points (i.e., beginning, middle, end) in the book *Harry Potter and the Sorcerer's Stone*. Furthermore, at least *10 accepted criminological theories* should be used to help explain the causes for the examples of offending. You should use theories from throughout the course (e.g., the last night of lecture). Finally, *the full text of at least one peer-reviewed scientific study must be included as an appendix to support each of these 10 theories (for a total of 10 full-text, scientific studies).* Although it is unlikely that entire theories can be explained in the paper, the key assumptions, concepts, and propositions that are most relevant for each example must be clearly and fully explained.

Therefore, the paper must include at least ten (10) scientific sources, which include only peer-reviewed journal articles that deal specifically with the tests of theories that they are applying in their papers. Other sources are acceptable, but the required scientific sources must be included. Examples of the required sources will be discussed in class. Entire copies (full-text) of these 10 scientific sources must be included after the reference section. I will be keeping these binders for at least one quarter after they are turned in, and you may pick them up during office hours.

Assuming the above criteria are met, papers will be assessed in four (4) areas:
A) Facts (25%): were the facts provided sufficient from the scientific literature
B) Logic (25%): did the student's argument and descriptions rationally explain the issues
C) Application (25%): did the student apply concepts related to the content of the course/texts
D) Grammar/Style (25%): did the author follow acceptable grammatical and stylistic rules (APA)

APPENDIX C

THEORY TEST AND KEY

1. The theory of differential association can be best characterized as saying that crime is caused by:

a. the failure to achieve one's goals by way of legitimate means
b. receiving an excess of definitions favorable to violation of the law
c. the failure to build strong bonds with society
d. individuals being affected by the disorganized neighborhoods in which they live
Answer: b

2. Which of the following is a statement that could be attributed to the French sociologist Emile Durkheim?

a. crime can be reduced by modifying the environment's physical features
b. the lower class has a female-based household
c. even a community of saints will create sinners
d. the elimination of crime lies in the establishment of a socialist system.
Answer: c

3. Labeling theory, as opposed to most other criminological theories, asks:

a. why was the person designated as a deviant?
b. what caused the behavior?
c. why do men obey the rules of society?
d. how did this particular act, and not another, take place?
Answer: a

4. The ideas that sprang forth during Beccaria's time are generally referred to as the

a. positive School
b. Chicago School
c. classical School
d. postmodern school
Answer: c

5. This school emphasized determinist factors and empirical explanations.

a. The classical school
b. The Chicago school
c. The positivist school
d. The rational school
Answer: c

6. Merton's theory of deviant behavior:

a. involves the relationship between goals and means
b. specifies concentric zones around central city areas
c. assumes that we have to explain conformity before we can understand deviance
d. all of the above
Answer: a

7. Which groups of theories focus on the intersection of criminals, victims, and an absence of guardianship?

a. Strain theory
b. Social bonds
c. Routine activities
d. Differential identification
Answer: c

8. Strain theory was developed by:

a. Travis Hirschi
b. Marvin Wolfgang
c. Edwin Sutherland
d. Robert Merton
Answer: d

9. Social bonding theory was identified by:

a. Travis Hirschi
b. Marvin Wolfgang
c. Emile Durkheim
d. Franco Ferracuti
Answer: a

10. Which perspective holds that the causes of crime are rooted in social conditions which empower the wealthy and politically well organized by disenfranchising those less fortunate?

a. Differential Association-Reinforcement Theory
b. Routine-Activities approach
c. Radical conflict perspective
d. Social bonds theory
Answer: c

APPENDIX D

SORCERER'S STONE QUIZ ONE AND KEY

NAME:

QUIZ ONE: CHAPTERS 1-9

1. On what street do the Dursley's live?
Privet Drive

2. Who is Dudley's best friend?
Piers

3. Where did Harry first run into Malfoy?
The robe shop on Diagon Alley

4. Name a piece of equipment first year student's need at Hogwarts.
A wand, a cauldron, glass or crystal phials, scales, telescope

5. Who is the last to be sorted into their house of out Harry, Ron and Hermione?
Ron

6. Name three pets students are allowed to bring to Hogwarts. (1 point per pet)
Owl, toad, cat

7. What is Dumbledore's first name?
Albus

8. To which house would you belong to if you were brave, daring and chivalrous?
Gryffindor

9. Name the poltergeist that haunts Hogwarts and nobody can control.
Peeves

10. Harry is the youngest Quidditch player in how long?
A century (100 years)

APPENDIX E

SORCERER'S STONE QUIZ TWO AND KEY

NAME:

QUIZ TWO: CHAPTERS 10-17

1. Name one of the three balls used in Quidditch.
Quaffle, Snitch, Bludger

2. Name two of the four positions played in Quidditch.
Beater, Keeper, Seeker, Chaser

3. What is the Gryffindor mascot?
A lion

4. Name something Harry got for Christmas.
Fudge, invisibility cloak, 50 cent piece, emerald green sweater, chocolate frog, flute

5. What does the mirror of Erised show the person standing in front of it?
Their "deepest, most desperate desire of their heart"

6. What does the Sorcerer's Stone do?
Creates the elixir of life and turns things into gold

7. How did Norbert get out of Hogwarts?
Harry and Hermione used the invisibility cloak to smuggle him out of the castle to Ron's brother Charlie

8. Name three students who served detention with Hagrid in the Forbidden Forest.
Harry, Hermione, Malfoy and Neville

9. Who is Bane?
A centaur

10. What instrument does Harry play to put Fluffy to sleep?
Flute

APPENDIX F

SURVEY

Please respond to the following questions as truthfully as possible. Either fill in the blank, or circle the appropriate answer. All information will be kept anonymous and confidential.

1. Age _____

2. Gender: Male Female

3. Marital status:

Single Married Separated/Divorced Widow

4. Do you have children? Yes No

If yes, what are their ages?_____

5. Annual income:

Less than $10,000

$10,001 to $20,000

$20,001 to $30,000

$30,001 to $40,000

$40,001 to $50,000

$50,001 to $60,000

More than $60,001

6. Are you currently employed? Yes No

If yes, what is your position?_____

7. Did you read Harry Potter and the Sorcerer's Stone prior to this class?

8. Did you see the movie Harry Potter and the Sorcerer's prior to this class?

9. What criminal justice theory courses have you previously taken?

10. At what University were they taken?

11. What grade did you receive?

12. Did you enjoy these classes or were you confused?

13. What system(s) did the Professor use to teach theory?

a. Textbook
b. Newspapers / Current Affairs
c. Personal Experiences
d. Other sources

14. Did you anticipate difficulties with this graduate course?

15. Did you find reading Harry Potter and the Sorcerer's Stone enjoyable?

16. Was it easy or difficult to find fifteen crimes committed in the book?

17. Did you find it easy or difficult to find a theory to explain each of your chosen crimes?

18. Did you find it useful to use Harry Potter and the Sorcerer's Stone as a tool to learn theory application?

19. Did the final paper assignment challenge your understanding of criminal theories?

20. Overall, how did you like using examples from Harry Potter and the Sorcerer's Stone in your final paper?

21. Would you recommend this class to other students?

Please respond to the following questions as truthfully as possible. Please circle the appropriate answer. All information will be kept anonymous and confidential.

The following questions are to assess whether or not you enjoyed specific parts of the course.

1. Overall, how difficult did you find this course?

1 2 3 4 5 6 7 8 9 10
not somewhat extremely
at all difficult difficult

2. How well did the professor's lectures help you learn theory?

1 2 3 4 5 6 7 8 9 10
not somewhat extremely
at all
helpful

3. How much did you enjoy using Harry Potter and the Sorcerer's Stone to find examples of crime to apply theory to?

1 2 3 4 5 6 7 8 9 10
not enjoyed extremely
at all
enjoyed

4. How well did the final paper assignment help you learn theory?

1 2 3 4 5 6 7 8 9 10
not somewhat extremely
at all
helpful

5. How well did the final lecture help you learn theory application?

1 2 3 4 5 6 7 8 9 10
not somewhat extremely
at all
helpful

6. How well do you think this course has taught you theory and how to apply it?

1 2 3 4 5 6 7 8 9 10
not somewhat extremely
at all well

The following questions are to be answered about the guest lecture and how effective the lecture was in presenting the theory and its application.

7. How well did it help you learn deterrence theory?

1 2 3 4 5 6 7 8 9 10
not somewhat extremely
at all
helpful

8. How well did it help you learn biological theories?

1 2 3 4 5 6 7 8 9 10
not somewhat extremely
at all
helpful

9. How well did it help you learn Merton's Strain theory?

1 2 3 4 5 6 7 8 9 10
not somewhat extremely
at all
helpful

10. How well did it help you learn Agnew's General Strain theory?

1	2	3	4	5	6	7	8	9	10
not at all helpful				somewhat				extremely	

11. How well did it help you learn routine activity theory?

1	2	3	4	5	6	7	8	9	10
not at all helpful				somewhat				extremely	

12. How well did it help you learn differential association theory?

1	2	3	4	5	6	7	8	9	10
not at all helpful				somewhat				extremely	

13. How well did it help you learn differential reinforcement theory?

1	2	3	4	5	6	7	8	9	10
not at all helpful				somewhat				extremely	

14. How well did it help you learn the techniques of neutralization theory?

1	2	3	4	5	6	7	8	9	10
not at all helpful				somewhat				extremely	

15. How well did it help you learn social bonding theory?

1	2	3	4	5	6	7	8	9	10
not at all helpful				somewhat				extremely	

16. How well did it help you learn low self-control theory (also known as a general theory of crime)?

1	2	3	4	5	6	7	8	9	10
not at all helpful				somewhat				extremely	

17. How well did it help you learn labeling theory?

1	2	3	4	5	6	7	8	9	10
not at all helpful				somewhat				extremely	

APPENDIX G

SORTING HAT LYRICS

Oh, you may not think I'm pretty,
But don't judge on what you see,
I'll eat myself if you can find
A smarter hat than me.
You can keep your bowlers black
Your tops hats sleek and tall,
For I'm the Hogwarts Sorting Hat
And I can cap them all.
There's nothing hidden in your head
The Sorting Hat can't see
So try me on and I will tell you
Where you ought to be.
You might belong in Gryffindor,
Where dwell brave of heart,
Their daring, nerve, and chivalry
Set Gryffindors apart;
You might belong in Hufflepuff,
Where they are just and loyal,
Those patient Hufflepuffs are true
And unafraid of toil;
Or yet wise old Ravenclaw,
If you've a ready mind,
Where those of wit and learning,
Will always find their kind;
Or perhaps in Slytherin
You'll make your real friends,
Those cunning folk use any means
To achieve their ends.
So put me on! Don't be afraid!
And you won't get in a flap!
You're safe in my hands (though I have none)
For I'm a Thinking Cap!! (Rowling, 1997, pg. 146-47)

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